

A GENRE ANALYSIS OF TEXTS IN XITSONGA

BY

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Dissertation presented for the Degree of Doctor of Literature at the University of Stellenbosch.

Promoter: Prof MW Visser

DECEMBER 2002

DECLARATION

I, the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any University for a degree.

ABSTRACT

The recent introduction of the outcomes-based curriculum for the learning field **language, literacy and communication** has revealed a number of essential areas of research in African languages that urgently need to be addressed if this curriculum for African Languages is to be successfully implemented with the necessary theoretical basis as support. This dissertation addresses one such research issue, the genre-based approach to Xitsonga texts within the broad field of language and literacy.

This study will first explore different models of writing approaches that relate to the analytic approach to genre literacy, including the traditional progressivist approach, the Bereiter and Scardamalia approach, and Grabe and Kaplan's (1996) model. It will be argued that Grabe and Kaplan's model is suitable as a framework for teaching writing, because it incorporates the ethnography of writing which entails that a detailed analysis of texts should address the following questions: **who writes what to whom, for what purpose, why, when and how?** The use of the ethnography of writing in the analysis of texts according to Grabe and Kaplan's model also explores factors such as the communicative purpose, the culture and the community in which the text is produced. This is investigated through the text-linguistic analysis of the **nine Xitsonga written speeches** where the speech genre has an identifiable format including an introduction, middle and ending.

This study also explores the relationship between the ethnography of writing, the Grabe and Kaplan's theory of text construction, the learning outcomes 4 and 5 of grades 7, 8 and 9 and their related assessment standards. Attention is given to prescribed texts and the taxonomy of academic writing skills, knowledge bases and processes, using some of the nine Xitsonga written speeches for illustrative purposes. This study explores questions of how Grabe and Kaplan's model can be effectively employed in the analysis of texts within the framework of Curriculum 2005 in the teaching of language.

This study further focuses on the teaching of Xitsonga as a language subject within a multilingual education system. It is argued that in order to develop Xitsonga terminology for teaching content subjects, resources must be put in place, both materially and financially. It will be argued that Xitsonga should be taught as a language subject and used as a medium of instruction in content subjects in conjunction with English across the curriculum within a bilingual education policy in order to enhance teaching and learning.

Learners who have Xitsonga as first language will be able to apply the writing skills acquired in the teaching of writing of Xitsonga as a language subject in their learning across the curriculum.

OPSOMMING

Die resente invoer van die uitkoms-gebaseerde kurrikulum vir die leerarea **tale, geletterdheid en kommunikasie** het 'n aantal areas van noodsaaklike navorsing in die Afrikatale aan die lig gebring wat dringend aangespreek moet word om hierdie kurrikulum suksesvol te implementeer vir die Afrikatale. Hierdie proefskrif ondersoek een van hierdie navorsingsvraagstukke, naamlik die genre-gebaseerde benadering tot die analise van Xitsonga tekste binne die breë veld van taal en geletterdheid.

Die studie sal eers 'n ondersoek doen van verskillende modelle van skryfbenaderings wat verband hou met die analitiese benaderings tot genre geletterdheid, insluitende die tradisionele progressivistiese benadering, Die Bereiter en Scardamalia benadering, en Grabe en Kaplan (1996) se model. Daar sal aangevoer word dat Grabe en Kaplan se benadering 'n toepaslike raamwerk vir skryfonderrig is, aangesien dit die etnografie van skryf inkorporeer, wat meebring dat 'n gedetailleerde analise van tekste die volgende vrae moet aanspreek: **Wie skryf wat aan wie vir watter doel, waarom, wanneer en hoe?** Die gebruik van die etnografie van skryf in die analise van Xitsonga tekste volgens Grabe en Kaplan se model ondersoek ook faktore soos die kommunikatiewe doelstelling, kultuur en die gemeenskap waarin die teks geproduseer word. Hierdie vrae word ondersoek deur die analise van **nege geskrewe toesprake** in Xitsonga, waar die toespraak genre 'n identifiseerbare formaat het, insluitende 'n inleiding, 'n middel en 'n slot.

Die studie ondersoek ook die verband tussen die etnografie van skryf, die Grabe en Kaplan teorie van tekskonstruksie, die leeruitkomst 4 en 5 van Graad 7, 8 en 9, en hulle verwante assesseringsstandaarde. Aandag word gegee aan voorgeskrewe tekste en die taksonomie van skryfvaardighede, kennis basisse en prosesse, met verwysing na die nege geskrewe tekste in Xitsonga. Die studie ondersoek vrae oor hoe Grabe en Kaplan se model effektief ingespan kan word in die analise van tekste binne die raamwerk van kurrikulum 2005 in die onderrig van taal.

Die studie fokus voorts op die onderrig van Xitsonga as 'n taalvak binne 'n meertalige opvoedkundige stelsel. Daar word aangevoer dat ten einde Xitsonga terminologie te ontwikkel vir die onderrig van inhoudsvakke, moet die nodige hulpbronne daarvoor voorsien word. Daar word ook aangevoer dat Xitsonga as 'n taalvak in die onderrig van inhoudsvakke, in samehang met Engels vir laasgenoemde, oor die kurrikulum ten einde

leer en onderrig te bevorder. Leerders wat Xitsonga as 'n eerste taal het, sal in staat wees om die skryfvaardighede wat hulle verwerf her in die onderrig van skryf in Xitsonga as 'n taalvak in hulle leer oor die kurrikulum.

I dedicate this dissertation to my mother
Annah, Nlavya: Nwa-Mawura Mchomo
and my late father
Gazani Sam "What-a-hell" Mchumela (Maswa: rha)

DEDICATION

I dedicate this dissertation to my mother
Annah, Ntavasi Nwa-Mahuza Mdumela
and my late father
Gezani Sam “What-a-hell” Mdumela (Maswanganyi)

ACKNOWLEDGEMENT FOR NPI REPORT

ACKNOWLEDGEMENT FOR NRF REPORT

The financial assistance of National Research Foundation (NRF) towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at, are those of the author and are not necessarily to be attributed to the National Research Foundation.

ACKNOWLEDGEMENTS

I wish to express my sincerest appreciation to the following people:

1. My promoter, Prof MW Visser and research advisor, Prof JA du Plessis for their encouragement and guidance throughout the study.
2. My heart-felt gratitude is also directed to Karin Vergeer, the Post-graduate coordinator in the Department of African Languages, University of Stellenbosch for her being ready to type and produce this immaculate copy from my “ugly” handwritten manuscript.
3. The Research Department of the University of Stellenbosch, for financial assistance.
4. The secretary of the Department of African Languages, Surena du Plessis for her pivotal role in registrations, typing, bursary arrangements, photocopying and binding.
5. The Department of African Languages, University of Stellenbosch for their financial assistance.
6. The following people who also assisted me in translating the Xitsonga written speeches into English: Gladwell Jabulani Mdumela, George Madala Mabuza and Mr Ntimbane.
7. The following politicians and University Professors for assisting me during my research period: Prof NCP Golele, Head of Xitsonga, University of the North; Dr SJ Malungana, Coordinator of the Xitsonga Section under the MER Mathivha Centre for African Languages, Arts and Culture, University of Venda for Science and Technology; Senator TGG Mashamba, Republic of South Africa; Mrs PT Shiluvana, MP National Assembly (RSA); Mrs MC Mabuza, MPL, Limpopo Province and MEC in the office of the Premier; Mr Edgar C Mushwana, MPL and MEC for Education, Limpopo Province, Mr OJ Mushwana, Mayor, Greater Tzaneen Municipality Council, Limpopo Province.
8. All my brothers and sisters: Ellen Ngesi and family, Joyce Mukoki and family, Loritah Mathebula and family, Winnie Mathebula and family, Justice Reavuas, Tomas, Trea Chemane and family and my beloved, loving mother, Anna Nwa-Mahuza Mdumela, not forgetting my late father, Gezani Sam “What-a-hell” Mdumela [Maswanganyi], who supported me right through my studies and through his inspiration even when he is no more, respectively.
9. My family, i.e. beloved wife, for allowing me to study, my children for support and encouragement through their love: Mihloti Nwa-Mahuza, Gezani Sam, Oupa Tiyiselani and Wisani “Nono” Nomonde. May the God Lord bless you.

TABLE OF CONTENTS

	Page
ABSTRACT	i
OPSOMMING	iii
DEDICATION	v
ACKNOWLEDGEMENT FOR NRF REPORT	vi
ACKNOWLEDGEMENTS	vii
 CHAPTER 1: INTRODUCTION	
1.1 Aims of study	1
1.2 Theoretical approach	2
1.3 Organization of study	6
 CHAPTER 2: THE GENRE-BASED APPROACH TO LITERACY AND LANGUAGE TEACHING	
2.1 Aim	11
2.2 Definition of genre	11
2.2.1 The concept "Genre"	11
2.2.2 Kinds of texts: genre	13
2.2.3 Register	14
2.2.4 Approaches to genre analysis	14
2.2.5 Summary	16
2.3 The genre approach to literacy	18
2.3.1 Introduction	18
2.3.2 Current approaches to literacy	18
2.3.3 Traditional and progressivist curricula	19
2.3.4 Pedagogy for inclusion and access	21
2.3.5 Cope and Kalantzis's five basic principles of an explicit pedagogy for inclusion and access into curriculum	22
2.3.6 Summary	25
2.4 Genre in the practice of language teaching	27
2.4.1 Introduction	27
2.4.2 The curriculum cycle or "wheel"	27

2.4.3	Genre as a social process.....	30
2.4.4	Genre and the wider socio-political context.....	33
2.4.5	Pedagogics and social futures	35
2.4.6	Summary.....	36
2.5	Genre as social action	39
2.5.1	Introduction	39
2.5.2	Classifying discourse	39
2.5.3	Recurrent rhetorical situation	40
2.5.4	Hierarchical theories of meaning.....	43
2.5.5	Summary.....	46
2.6	Teaching genre as a process.....	47
2.6.1	Introduction	47
2.6.2	Rhetorical context	48
2.6.3	A new model for teaching-learning experiences.....	50
2.6.4	A genre-based language curriculum – the case of English newspaper.....	53
2.6.5	Grammar: making meaning of writing	54
2.6.6	Summary.....	56

CHAPTER 3: GENRE-ANALYTIC PROPERTIES OF WRITTEN TEXTS

3.1	Text-linguistic research	58
3.1.1	Introduction	58
3.1.2	Writing research needs	58
3.1.3	The nature of written text	59
3.1.4	The text as communication	61
3.1.5	Research on the surface / sentence level	61
3.1.6	Summary.....	68
3.2	Grabe and Kaplan's model of text construction	70
3.2.1	Introduction	70
3.2.2	Elements of text structure	71
3.2.3	A theory of coherence	74
3.2.4	Functional-use dimensions of text.....	76
3.2.5	Non-linguistic knowledge	77
3.2.6	The overall text model.....	78
3.2.7	Summary.....	78

3.3	Writing process research and recent extensions	79
3.3.1	Introduction	79
3.3.2	Theories of the writing process	80
3.3.3	Accounting for skilled and less-skilled writing.....	82
3.3.4	Limitations of the Bereiter and Scardamalia theory.....	84
3.3.5	Expertise, cognitive-strategy training, and the problem of ill-defined knowledge	85
3.3.6	Balancing process and form.....	87
3.3.7	Genre-based approaches to writing development.....	87
3.3.8	Summary.....	90
3.4	Towards a theory of writing	92
3.4.1	Introduction	92
3.4.2	Towards an ethnography of writing	92
3.4.3	A taxonomy of writing skills, knowledge bases and processes	100
3.4.4	Summary.....	108
3.5	Grabe and Kaplan's model of writing	110
3.5.1	Introduction	110
3.5.2	Chapelle's model of communicative competence applied to writing.....	111
3.5.3	Applying the model to process writing activity	113
3.5.4	Uses and limitations of the model	115
3.5.5	Summary.....	116

CHAPTER 4: A GENRE ANALYTIC ANALYSIS OF WRITTEN SPEECHES IN XITSONGA

4.1	Introduction	118
4.1.1	A brief discussion of aspects of text-linguistic properties	118
4.2	Speech 1: Mbulavulo wa le ka nkhuvo wa vumbirhi wa tidiploma	121
4.2.1	Analysis of speech 1	137
4.3	Speech 2: Senator TGG Mashamba.....	152
4.3.1	Analysis of speech 2	162
4.4	Speech 3: Xipici xa holobye wa dyondzo e Northern Province (Mr Edgar Mushwana) hi nkarhi wa ntirho wa ku nyika tidiploma eTivumbeni college of Education, hi wa vuntlhanu, 11 Mhawuri 2000.....	176
4.4.1	Analysis of speech 3	182

4.5	Speech 4: Mbulavulo hi MEC eka hofisi ya Phirimiya, Muhlonipheki Catherine Mabuza hi HIV/AIDS na ku ya emahlweni hi xiviko hi ku ringana ka rimbewu eka legisilecha, Lebowakgomo: 08th Nyenyankulu 2001	195
4.5.1	Analysis of speech 4	203
4.6	Speech 5: Mbulavulo hi ku vekiwa xifumo ka Meyara eLenyenye stadium, 21 Nyenyankulu 2001	216
4.6.1	Analysis of speech 5	225
4.7	Speech 6: Mbulavulo wa manana Catherine Mabuza, xirho xa huvo-nkulu eka hofisi ya Phirimiya wa xifundza xa n'walungu eka nkarhi wa njhekanjhekisano wa huvo yo endla milawu ya xifundza, 22 Nyenyenyani 2000.....	239
4.7.1	Analysis of speech 6	246
4.8	Speech 7: Xlpihi hi manana Catherine Mabuza MEC ehofisi ya Phirimiya ya xifundza xa n'walungu eka ntlangu wo veka hosi KK Sekhukhuni tani hi mukhomeri wa hosi-nkulu wa tiko ra ka Sekhukhune	258
4.8.1	Analysis of speech 7	266
4.9	Speech 8: Mbulavulo wa manana Catherine Mabuza, MEC e hofisini ya Phirimiya ya xifundza xa n'walungu eka vhiki ra nhlango lowu nga endliki profit (ngo)	280
4.9.1	Analysis of speech 8	288
4.10	Speech 9: Mbulavulo hi MEC ehofisini ya Phirimiya, muchaviseki mana naMC Mabuza eka khomferense ya lembe ya huvo ya tikereke ta xifundza xa n'walungu.....	300
4.10.1	Analysis of speech 9	306
4.11	Summary.....	318

CHAPTER 5: THE MODEL OF TEACHING WRITING IN XITSONGA FIRST LANGUAGE IN SENIOR PHASE (GRADES 7, 8 AND 9)

5.1	Grabe and Kaplan's Model/Theory of writing	320
5.1.1	Introduction	320
5.1.2	Insights from writing theory and writing research	320
5.1.3	Summary	326
5.2	The teaching of writing at senior phase level (i.e. Grades 7, 8 and 9)	328
5.2.1	Introduction	328
5.2.2	Themes for senior phase writing instruction	329
5.2.3	Summary	346

5.3	Discussion of senior phase learning Outcomes 4 and 5	348
5.3.1	Introduction	348
5.3.2	Texts	349
5.3.3	Assessment standards for learning Outcomes 4.....	350
5.3.4	Assessment standards for learning Outcomes 5.....	356
5.3.5	Overview	361
5.4	Discussions of the relationships between Grabe and Kaplan's theory on model of text construction, ethnography of writing and the assessment learning Outcomes 4 and 5 for grades 7, 8 and 9: Illustration from Xitsonga written speeches	363
5.4.1	Learning Outcome 4.....	363
5.4.2	Learning Outcome 5.....	367
5.4.3	How the processes of writing instruction/teaching advanced by Grabe and Kaplan can be applied to develop writing skills to learners	370
5.4.4	Summary.....	372
5.5	The teaching of Xitsonga and bilingual education policy.....	374
5.5.1	Introduction	374
5.5.2	The choice of language policy in education	375
5.5.3	Issues that influence language policies.....	375
5.5.4	Bilingual education policy	378
5.5.5	Xitsonga in a bilingual education system	379
5.5.6	Summary.....	381
5.6	The value of effective writing skills to facilitate learning across the curriculum ...	382
5.6.1	Introduction	382
5.6.2	Writing as learning tool across the disciplines.....	382
5.6.3	Writing and transfer.....	383
5.6.4	The teaching of writing in Xitsonga as a learning tool in Xitsonga as a language subject and Xitsonga across the curriculum in a bilingual education system	385
5.6.5	Summary.....	385
CHAPTER 6:	CONCLUSION	387
REFERENCES	403

CHAPTER 1

INTRODUCTION

1.1 AIMS OF STUDY

The recent introduction of the Outcomes-based curriculum for the learning field Language, Literacy and Communication has revealed a number of essential areas of research in African Languages that urgently need to be addressed if this curriculum for African Languages is to be successfully implemented with the necessary theoretical basis as support. This dissertation will address one such area of research, the genre-based analysis of Xitsonga texts within the broad field of language and literacy. This study will, in particular, analyse a wide range of written speech genres in Xitsonga with the aim to investigate the text-analytic properties that characterise these genres. Genres may be described as discourse types that have identifiable formal properties, identifiable purposes, and a complete structure (i.e. beginning, middle and an end). The properties of the various speeches in Xitsonga will then be explored within a broader theoretical framework of writing on literacy, notably the theory advanced by Grabe and Kaplan (1996), relating the properties of speech genres in Xitsonga to the practice of communicative language teaching, in terms of the genre-approach to literacy and language teaching for Xitsonga in the outcomes-based curriculum.

In the past years the concept of genre has been the focus of an extensive body of studies concerned with communicative language ability, literacy and language instruction. Genre theory has become a prominent framework for analysing the (textual) form and (communicative) function of non-literary discourse, and the genre approach has become a tool for developing principled language instruction practice within fields such as linguistics, rhetoric, composition studies and professional writing. The consideration of effective professional writing as a central outcome of language and literacy development in language instruction emerges prominently in the newly introduced outcomes-based curriculum, especially at Secondary Education level. As such, this study will explore linguistic issues and textual features of a wide range of written speeches in Xitsonga as discourse types within the broader context of language, literacy and society. Issues relating to the ethnography of written discourse in Xitsonga will constitute a major part of the research conducted in this dissertation. Non-literary written texts identified as genres include newspaper reports, society columns, public (written) speeches of a wide range and

content, religious texts, business and government reports and notices, legal texts, advertisements, personal and travel narratives, personal and business letters, advice and information brochures and notices, among others. The genre-based approach to the analysis of written texts assumes that, in addition to discourse and sociolinguistic knowledge, linguistic knowledge is a critical component of writing ability and constitutes the foundation for text construction. The inclusion of ethnography of writing within a model of writing is considered as a means to situate the parameters that a theory of writing should explain and refer to when considering implications for writing instruction within the genre-based approach to writing. The focus on communicative competence necessarily entails as a core concern, analysis of the textual properties of written discourse as well as related concerns about the social context in which such written texts are produced. This study will conduct an extensive investigation of how lexical choices reflect communicative purpose in the range of Xitsonga speech texts, and the ways in which the Xitsonga language realises the socio-cultural context.

This dissertation will examine a range of authentic written speeches in Xitsonga as representative of the speech genre type in order to determine defining properties of this genre. The main aim of these analyses will be to motivate a principled construct of the linguistic competence component for Xitsonga in a model of writing. These written discourse types will focus on factual writing with a story element of exposition in the range of written public speeches and narratives relating to professional and personal experiences and events.

The study will also explore how effective writing instruction skills can be applied across the curriculum, especially in terms of a bilingual education policy where English, as a medium of instruction is used in conjunction with Xitsonga to enhance teaching and learning in content subjects as well as in Xitsonga as language subject.

1.2 THEORETICAL APPROACH

The analysis of text-linguistic properties of written speeches in Xitsonga as an exemplification of materials that may be used in the teaching of language in the Curriculum 2005 is conducted within the broad framework of literacy and language teaching. Cope and Kalantzis (1993) compare traditional approaches to literacy with the progressivist approach in teaching language in general, and writing, in particular. Traditional grammar,

is according to Cope and Kalantzis (1993) based on a uniquely modern logic-scientific culture and epistemology. It is based on the idea that the world can be described in terms of facts, rules and regularities epitomised in tables of conjugate verbs or decline nouns. Cope and Kalantzis (1993) argue that language is something that can be meaningfully visualised in taxonomic terms, and rationalised into tables arranged across the two-dimensional space of the textbook page.

Scholars who advance the genre approach in the practice of language teaching namely Callaghan, Knapp and Nobble in Cope and Kalantzis (1993) assert that in contrast to traditional grammar, with its emphasis on rote learning of fixed rules, genre theory addresses the social context and communicative role of language. In contrast to the process learning model, i.e. where language is seen to be learned naturally, almost by osmosis, given the right experience, genre theory emphasises the social structures that in turn structure language use. Both these insights, the social purpose of language and structural nature of language learning have led to the formulation of the different teaching-learning approaches, which embody a view of how language can be taught both effectively and efficiently in the classroom. It is for this reason according to Cope and Kalantzis (1993) that Martin and Rothery invented the curriculum cycle or “wheel”. This curriculum cycle attempts to engage students in an awareness of the social purpose, text structure and language features in a range of identified text types of genres. The cycle involves phases of modelling, joint negotiation and independent construction. The rationale for this pedagogy is based upon studies of parent-child language interactions, which show that rather than language acquisition being a “natural” process of osmosis, it is really highly interventional.

This study also focuses on another model for teaching-learning experiences by scholars such as Callaghan, Knapp and Nobble in Cope and Kalantzis (1993) who advance a product-based orientation to genre. They propose to change the orientation from product to process, i.e. genre as social processes, the way people exchange information and knowledge and interact socially. All cultures engage in language exchange but have particular ways or forms for performing each exchange. Genres are a useful way of categorising the social processes that are realised through the use of language. According to Knapp *et al.* this new model for teaching-learning experiences has the following five stages:

- (i) The first stage introduces genres that concretely represent what students have experienced or observed, i.e. genres that defines and describes their worlds.
- (ii) Stage two generalises the concrete as the model moves from empirical observation to generalized knowledge to experience, students are forced to redefine experience into dominant cultural paradigms at the expense of their own knowledge.
- (iii) Stage three involves the introduction of reading models. The purpose here is to deconstruct the materials in relation to purpose, structure, message, grammar, and they link this to what has already been covered in the previous writing activities.
- (iv) Stage four introduces experiential-based research. By this time it is hoped that students will have begun to make connections between their generalizations of the concrete and the abstract concepts involved.
- (v) Stage five introduces a writing/editing dimension.

Grabe and Kaplan (1996) propose a model of text construction, which is appropriate for a wide range of research on writing and writing development. This model represents one component of a theory of writing that incorporates knowledge of text construction. This model is characterized by the following hypothetical findings:

- (i) Written language is distinct from oral language along a number of textual dimensions, and the construction of written language must be studied according to its own structural and rhetorical emphasis.
- (ii) Texts have hierarchical structure, most likely constituted as a set of logical relations among assertions, or as elements in a discourse matrix, or as cohesive harmony.
- (iii) Different types of texts will have varying large structuring because of requirements of purpose, audience, status, author and information load.
- (iv) Texts have a top-level structure, which appears to vary with different types, purpose and audience.
- (v) A discernable top-level of text structure is related to better comprehension, recall and coherence assessment.
- (vi) Systems for analysing text structure can be used for research even if each system in current use has particular strengths and weaknesses.
- (vii) A theory of text type variation is possible and is needed for comprehension, production and assessment research.
- (viii) A theory of coherence is important to any model of text construction.

- (ix) Any theory of coherence must incorporate an analysis of information structure, given-new, topic-comment, etc.
- (x) The surface form of texts play a more important role in text construction than precisely predicted.
- (xi) Learning to write requires the manipulation of many complex structural and rhetorical dimensions, with greater complexity occurring in expository/argumentative writing.

Grabe and Kaplan's (1996) model of text construction is utilized as framework for the text-linguistic analysis of speeches in Xitsonga, in this study, in conjunction with the ethnography of writing they advance. The ethnography approach, applied to the study of spoken language has led to the sociolinguistics field of ethnography of speaking and conversation analysis, according to Schiffrin and Poole in Grabe and Kaplan. Cooper, in Grabe and Kaplan (1996) asserts that one of the best ways to attempt a first ethnography of writing is to ask the basic questions, e.g. **who writes what to whom, for what purpose, why, when, where and how?**

- (i) The **"who"** parameter is concerned with the following questions. Is the individual a beginner writer or a mature experienced writer? Is the individual experienced in a wide variety of writing or only in a narrow range of writing? These and many other related questions form a complex matrix that must be analysed if any classification system is to result.
- (ii) The **"writes"** parameter. The term "writes" might normally suggest an action or process and this notion is used there to examine the linguistic nature of texts, the writing.
- (iii) The **"what"** parameter. The "what" of writing will be discussed in terms of content, genre and register.
- (iv) The **"to whom"** parameter. Audience is essential to the creation of text and the generation of meaning. In terms of audience, the following and many others related questions could be raised: Who is the intended reader of the writing? Is the reader an abstraction?
- (v) The **"for what purpose"** parameter. This analysis considers purpose as a functional categorization. Purpose raises important questions for writing, such as; to what extent is it possible to define purpose in a writing task? Are there multiple

purposes in every writing task? How does purpose interact with genre and audience?

- (vi) The **“why”** parameter. The concept of why people write refers to the underlying intentions or motives that may not be revealed by functional purpose. For example: Under what conditions does a writer not want to communicate fully? Are there attitude and notions, which are difficult to convey in writing?.
- (vii) The **“when”** and **“where”** parameter. It is not clear to what extent the notion of “when” and “where” a person writes are critical to the general taxonomy for an ethnography of writing. In fact, the relative non-importance of these issues for writing points out a major distinction between ethnography of writing and ethnography of speaking.
- (viii) The **“how”** parameter. Bangert-Drowns in Grabe and Kaplan (1996) asserts that understanding “how” written discourse is produced centres around a theory of on-line writing production, or, in simple terms, a theory of the writing process. Whether a writer generates text with a pen, a typewriter or a word processor seems to have limited implications for the structure of texts, though this perception may be derived from the fact that little research exists.

In this study, the ethnography of writing and the taxonomy of writing skills knowledge bases, and processes are explored conjunctively with the Curriculum 2005 (OBE) learning Outcomes 4 and 5 and their assessment standards in the senior phase, i.e. Grades 7, 8 and 9 to analyse and for illustrative purposes for Chapters 4 and 5, respectively.

This study will also explore the genre-theoretic and text-linguistic properties of speech texts in Xitsonga in order to demonstrate how the effective teaching and learning of the analytic skills underlying writing in Xitsonga can contribute to more effective learning across the curriculum in a bilingual education system.

1.3 ORGANIZATION OF STUDY

Chapter 2 addresses the issues concerning the genre-based approach to literacy and language teaching. Section 2.1 – 2.2.3 discusses a definition of genre and register by different scholars such as Martin, LittleFair, Campbell and Jamieson in Cope and Kalantzis (1993) and Swales (1978). Section 2.2.4 - 2.2.5 focuses on the approaches to genre analysis linguistically, sociologically and psychologically. The analysis is based on the

approach presented by Bathia (1991) and Swales (1981, 1985, 1990). This is followed by a summary of the discussions.

Section 2.3 – 2.3.5 discusses the genre approach to literacy as presented by Cope and Kalantzis (1993). Cope and Kalantzis discusses approaches such as the traditional curriculum approach, the progressivist approach and the five basic principles of an explicit pedagogy for inclusion and access into curriculum. Section 2.4 – 2.4.6 addresses the issues of genre in the practice of language teaching as propagated by Callaghan, Knapp and Nobble in Cope and Kalantzis (1993). This section examines the curriculum “wheel” proposed by Martin and Rothery in Cope and Kalantzis (1993) with its three stages, of modelling, joint negotiation and independent constructions. It further explores genre as a social process in the light of proposal by Kress who argues that grammar makes meanings of social and cultural significance. Section 2.4.3 – 2.4.6 examines genre as a social process including genre and the wider socio-political content, pedagogies and social futures as presented by Kress. Section 2.5 – 2.5.7 examines genre as social action with respect to views of Miller in Freedman and Medway (1994). This involves the classification of discourse into a recurrent rhetorical situation according to different scholars such as Burke, Bitzer, Brinton, Patton in Cope and Kalantzis (1993) and the hierarchical theories of meaning advanced by Miller, Campbell and Jamieson in Cope and Kalantzis (1993).

Sections 2.6 – 2.6.7 discuss questions about teaching genre as a process with regard to views of Coe in Freedman and Medway (1992). This section focuses on the rhetorical content, as presented by LeFevre and Pare in Cope and Kalantzis (1993). A new model for teaching-learning experiences is also discussed by Callaghan, Knapp and Nobble in Cope and Kalantzis (1993), with reference to its five stages. The section on genre-based language curriculum, the case of English Newspaper focuses on the use of a newspaper as a resource for teaching a language. The section 2.6.6 examines the teaching of grammar. Making meaning in writing according to Martin and Rothery in Cope and Kalantzis (1993) examines three different types of grammar, i.e. traditional grammar, Chomsky’s formal grammar and Halliday’s functional grammar.

Chapter 3 addresses issues concerning the genre-analytic properties of written texts as proposed by Grabe and Kaplan (1996). Sections 3.1 - 3.1.4 discuss the issues of text linguistic research. It focuses first on the needs for writing research that not only appeal to

both process and product orientated perspectives on writing but also account for audience and social context concerned. The nature of written texts concerns itself with the three traditions of written text, namely hermeneutics, rhetorical study and the modern literary criticism and stylistics as propounded by Eagleton, Britton and Black, and Camprone in Grabe and Kaplan (1996). The text as communication, is examined linguistically, psychologically and sociologically. Research on the surface sentence level reviews the values of both syntactic analysis and corpora research. Sections 3.1.5.3 – 3.1.5.3.5 focus on the functional sentence perspective, i.e. information structure as advanced by the Prague school of linguistics, specifically Firbas and Kopple (1986). This school of linguistics examines the following aspects of information structuring: Given-new relations, theme-rheme relations, topic-comment relations, focus-presupposition, topical sentence structure, topic continuity, topic structure analysis, given and new information and cohesion in texts. Sections 3.2 – 3.2.6 examine the Grabe and Kaplan model of text construction with reference to the elements of text structure, the sentential level, the lexicon, the textual level, a theory of coherence, functional use dimensions texts, non-linguistic knowledge and a summary of the overall text model. Sections 3.3 – 3.3.8 examine the writing process research and recent extensions through the themes of the writing processes propounded by the Flower and Hayes model of writing; the Bereiter and Scardamalia model of writing process and, lastly, the Hallidayan's theory of language as functional.

Sections 3.4 – 3.4.4 examine the issues of a theory of writing relating to the issues of the ethnography of writing and the taxonomy of writing skills, knowledge, bases and processes as described by Schiffrin and Poole in Grabe and Kaplan (1996). This section discusses the parameters "who writes what to whom, for what purpose, why, when, where and how" parameters. Sections 5.1 – 5.5.4 examine Grabe and Kaplan's model of writing through the application of Chapelle's model of communicative competence applied to writing. This model further focuses on the application of the Chapelle's model to process writing activities and also examines the uses and limitations of the model.

Chapter 4 presents a genre-analytic analysis of written speeches in Xitsonga. The analysis is based on the **nine Xitsonga speeches** based on all levels of the South African Government's political spheres, i.e. national, provincial and local government, including one Xitsonga speech by a University Professor. Each speech is analysed separately in accordance with the ethnographic structure question proposed by Schiffrin and Poole in

Grabe and Kaplan (1996) viz.: who writes what to whom, for what purpose, why, when, where and how parameters. The “how”, “when” and “where” parameters are peripheral to the actual discourse of the text-linguistic properties of the speeches, which are the major focus of this study. The ethnography “writes” will entail a detailed analysis of the text-linguistic properties of the speeches. The analysis of the linguistic (i.e. morpho-syntactic elements) that realises particular properties such as coherence, cohesion and information structuring will be followed by an examination of the cognitive-move structure devices. This sequence shall be followed in the analysis of the nine Xitsonga speeches and a conclusion on the main findings of the analysis shall be presented at the end of the chapter.

Chapter 5 discusses the theoretical model for teaching writing in Xitsonga first language in the senior phase (grades 7, 8 and 9) of the Curriculum 2005 (OBE). Sections 5.1 – 5.1.1.2 examine Grabe and Kaplan’s model of writing through the discussion of the insight from writing theory and research which involves inter alia the following: the text product, the writing process, the social context, research on instructional techniques, research and curriculum design, the role of the student, the teacher training, the role of the writing teacher, the educational institution, the role of instructional materials. Sections 5.2 – 5.2.2.5 focus on the teaching of writing at senior phase (Grades 7, 8 and 9) level according to the outcomes-based Curriculum 2005. This examination focuses on the 25 themes which are grouped into blocks of five themes: (i) Preparing for writing (themes 1-5); (ii) Assisting and guiding writing (themes 5-10); (iii) Working with writing (themes 11 – 15); (iv) working with different types of writing (themes 16 – 20); (v) extending writing (themes 20 – 25).

Sections 5.3 – 5.3.4.2 discuss the senior phases learning outcomes 4 and 5 and their assessment standards. Section 5.3.2.1 and 5.3.2.2 present the learning outcomes 4 and 5, which are **writing, thinking and reasoning**, for all the grades in this phase. This is followed by presenting texts and their content for each grade in the phase in section 5.3.3. Sections 5.3.4.1 – 5.3.4.2 present the assessment standards for learning outcome 4 and 5 in all the grades in both instances. Sections 5.4 – 5.4.2 examine the discussions of the relationship between Grabe and Kaplan’s theory on the model of text construction, ethnography of writing and the assessment standards of outcomes 4 and 5 of the senior phase (Grades 7, 8 and 9) while using some of the nine Xitsonga written speeches in Chapter 4 for illustrative purposes.

Sections 5.4.3 – 5.4.3.2 focus on questions of how the process of writing instruction/teaching as advanced by Grabe and Kaplan can be applied to develop writing skills to learners. The writing instruction is examined through the comprehensive (ethnographic and taxonomic) strategies employed in the teaching of writing at the senior phase (Grades 7, 8 and 9) and this will also explore the preparation, presentation and evaluation strategies.

Sections 5.5.1 – 5.5.6 focus on the teaching of Xitsonga in the context of a bilingual education policy with emphasis on the choice of language policy in education, the issues that influence language policies, the teaching of Xitsonga as a language subject in a multilingual education system and the use of Xitsonga as a medium of instruction in conjunction with English in the bilingual teaching of other content subjects.

Sections 5.6.1 – 5.6.5 focus on the value of good writing skills to facilitate learning which is explored through writing as a learning tool across the disciplines, writing and transfer and the teaching of writing in Xitsonga as a learning tool in Xitsonga as a language subject and Xitsonga across the curriculum in a bilingual education.

Chapter 6 consists of the conclusion.

CHAPTER 2

THE GENRE-BASED APPROACH TO LITERACY AND LANGUAGE TEACHING

2.1 AIM OF CHAPTER

The aim of this chapter is to review major properties of Genre-based approaches to literacy and language teaching by exploring different scholars' view about this field. This is explored by first giving a brief definition of the concept 'genre' and 'register'. Different kinds of genre-texts are discussed followed by a review of approaches to genre analysis, done from a linguistic, sociological and psychological point of view. The genre approach to literacy is reviewed by presenting the current approaches to literacy first, followed by a discussion of the Traditional curriculum and Progressivist curriculum, with proposals about pedagogy for inclusion and access concluding this section. Genre in the practice of language teaching is discussed with reference to views on the Curriculum cycle or 'wheel' with its five stages. Genre as a social process, Genre and the wider socio-political content and conclude by Genre as social action with its three sub-headings viz: (i) Classifying discourse (ii) Recurrent Rhetorical situations and (iii) hierarchical theories of meaning.

Teaching genre as a process is discussed by exploring the article on rhetoric context by Freedman and Medway. This is followed by a discussion of the article 'A model for teaching-learning experiences'. The genre-based language Curriculum is discussed with reference to a 'Case of English Newspaper'. Finally, the article "Grammar: making meaning in writing" is discussed with reference to the different grammar approaches: traditional grammar, formal grammar and functional grammar. Each section is presented in terms of first, an Introduction, followed by the discussions of the main issues and a summary with a conclusive findings highlighted.

2.2 DEFINITION OF GENRE

2.2.1 The concept 'Genre'

Littlefair in Grabe and Kaplan (1996) asserts that the term 'genre' is used to refer to almost exclusively different forms of literary writing. He further asserts that it has gradually

widened its meaning so that it is now used to refer to other forms of writing besides those which are considered to be literacy. He concludes that 'genre' is used commonly to refer to categories or groups of almost anything. Martin in Grabe and Kaplan (1996) asserts that genres are how things get done, when language is used to accomplish them. Genre range from literacy to far from literacy forms: poems, narratives, expositions, lectures, seminars, recipes, manuals, appointments making, service encounters, news broadcast and so on. He further states that the term 'genre' is used here to embrace each of the linguistically realized activity types, which comprise so much of our culture.

Campbell and Jamieson in Grabe and Kaplan (1996) define 'genre' as a group of acts unified by a constellation of forms that recurs in each of its members. These forms, in isolation, appear in other discourses. What is distinctive about the acts in a genre is a recurrence of the forms together in constellation. Swales (1993:58) states that a 'genre' comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the 'genre'. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action.

In addition to purpose, Swales argues that exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the parent discourse community will view the exemplar as prototypical. The 'genre' names inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication, but typically need further validation. According to Swales (1993), each 'genre' is an instance of a successful achievement of a specific communicative purpose using conventionalised knowledge of linguistic and discourse resources.

Since each 'genre', in certain important respects, structures the narrow world of experience or reality in a particular way, the implication is that the same experience or reality will require a different way of restructuring, if one were to operate in a different 'genre'.

2.2.2 Kinds of texts: genre

Cope and Kalantzis (1992: 27) state that in any society there are regularly recurring situations in which a number of people interact to perform or carry out certain tasks. Where these are accompanied by language, of whatever kind, the regularity of the situation will give rise to regularities in the texts which are produced in that situation, whether as here, as a political pamphlet masquerading as a little newspaper, or in a science classroom in the writing up of the report of an experiment for the teacher, or in a primary classroom in the writing down of some recollection, or in any of the other generic forms which make up the inventory of a literate society. Cope and Kalantzis's approach focuses on making the following objectives available:

- An understanding by teachers and students that texts are produced in order to do some specific social and cultural thing.
- An understanding by teachers and students that all our speaking or writing is guided, to a greater or lesser extent, by conventions of generic form, even where that takes the form of an attempt to break generic convention.
- An understanding by teachers and students that generic form is always the product of particular social relations between the people involved in the production of a text.
- An understanding that while generic conventions provide certain dimensions of constraint, generic form is never totally fixed, but is always in the process of change, for example, a job interview in 1992 is very different from a job interview in 1932.
- An understanding of the ways in which degrees and kinds of power difference enter into the production and maintenance of generic form.
- An understanding in the context of what have been said above, of the possibilities for change, innovation and creativity that is, the possibilities and means of altering generic form.

- An understanding by students of the social role which the functions, forms and structures of language play in their own production of texts- and understanding sufficient for the task at hand.

The above views are the cause of the difference that is observable in the different Genres.

2.2.3 Register

Littlefair in Cope and Kalantzis (1993) describes register as an abstract linguistic concept. He views as the way writers and speakers express themselves. Essentially, according to Littlefair, register refers to the way in which language varies according to the situation in which it is spoken or written. Register is the means by which a situation is analysed so that it can be expressed through language. This means that register reflects what is being spoken or written about, who is being spoken or written to and how the message is given. These three aspects of a situation are termed by linguists **field**, **mode** and **tenor**. The **field** (what is spoken or written about), the **mode** (how language is used) and **tenor** (the attitude of the speaker or writer to the listener or reader, and to the subject) are expressed through language that is through the speakers or listener's choice of vocabulary and grammar. Example of registers include literacy genre (story), expository genre (information), procedural genre (instructions) and reference genre (dictionary)

2.2.4 Approaches to genre analysis

Genre, according to Swales (1981b, 1985 and 1990) is a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by members of the professional or academic community in which it regularly occurs. Although, according to Swales, (1981b, 1985 and 1990) there are a number of other factors, like content, form, intended audience, medium or channel, that influence the nature and construction of a genre, it is primarily characterized by the communicative purposes that shape the genre and give it an internal structure. Any major change in the communicative purpose is likely to give a different genre, however, minor changes or modifications help to distinguish sub-genres. Although it may not always be possible to draw a fine distinction between genres and sub-genres, communicative purpose is a fairly reliable criterion to identify and distinguish sub-genres. These distinguishable features of

genres and sub-genres give rise to different approaches based on linguistic, sociological and psychological considerations.

Linguistics and genre analysis

According to Bhatia (1991) much of what has come to be regarded as some form of register or stylistic analysis, and more recently certain types of discourse analysis, has been mainly concerned with a linguistic description of various texts. The analysis in most of these studies have generally been quite excited about an above average incident or even a lack of certain linguistic features, be they lexical, grammatical or even discoursal/rhetorical, in the texts under study. Bhatia (1991) points out that later work in linguistic analysis on textualization and use of rhetorical devices and rhetorical and discourse organization, mark not only a movement from old to new but also from general to specific. Most of these studies are of great importance in linguistics because they tend to associate certain specific features of language with certain types of writing or styles. However, very few of them distinguished a variety (or register) from a genre.

Sociology and genre analysis

According to Bhatia (1991) this type of orientation is more of a sociological concern, which makes it possible for the analysis to understand how a particular genre defines, organizes and finally communicates social reality. This aspect of genre analysis emphasizes that texts by itself is not a complete object possessing meaning on its own, it is to be regarded as an ongoing process of negotiation in the context of issues like social roles, group purposes, professional and organizational preferences and prerequisites, and even cultural constraints.

An exhaustive knowledge of sociological as well as cultural context provides one of the most important contributions to what Geertz in Cope and Kalantzis (1993) refers to as a thick description of any social reality, including the linguistic behaviour of any speech community, academic or professional.

Carol Miller in Cope and Kalantzis (1993), taking primarily an ethnomethodological perspective also underlines the importance of sociolinguistic input in considering genre as social action. Kress in Cope and Kalantzis (1993) too seems to separate linguistic factors

from the sociolinguistic ones, stating that the social occasions which text is a part have fundamental important effect on texts. The characteristics features and structures of those situations, the purposes of the participants, the goals of the participants all have their effects on the form of texts which are constructed in those situations. The situations are always situational. Thus, according to Miller in Cope and Kalantzis (1993), the occasions in which we interact, the social relations in which we contract, are conventionalised and structured, more or less thoroughly, depending on the kind of situation it is. They range from entirely formulaic and ritualised occasions, such as royal weddings, sporting encounters, committee meetings, to family rituals such as breakfast or barbecues. Other, probably fewer occasions are less ritualised; less formulaic, casual conversations may be an example. Miller in Cope and Kalantzis (1993) points out that the structures and forms of the conventionalised occasions themselves signify the functions, the purposes of the participants and the desired goals of those occasions.

Psychology and genre analysis

According to Bhatia (1991) the third type of orientation is basically psycholinguistic in nature, where the investigator tends to pay more attention to the tactical aspect of Genre construction. The psycholinguistic aspect of Genre analysis reveals the cognitive structuring, typical of particular areas of enquiry, whereas the tactical aspect of Genre description highlights the individual strategic choices made by the writer in order to execute his or her intention. Bhatia maintains that these tactical choices, appropriately called strategies, exploited by a particular writer are generally used in order to make the writing more effective, keeping in mind any special reader requirements, considerations arising from different use of medium or prerequisites or constraints imposed by organizational and other factors of this kind. Such strategies are according to Bhatia generally non-discriminative purpose of the Genre. Non-discriminative strategies are concerned with the exploitation of the conventional rules of the genre concerned for the purpose of greater effectiveness in a very specific socio-cultural context, originality or very special reader considerations.

2.2.5 Summary

In summary, this section has reviewed the concept "Genre" as defined by different scholars such as Littlefair, Martin, Campbell and Jamieson and Swales in Cope and

Kalantzis (1993) as texts that refers to different forms of literary writing, categories or groups of almost anything. This ranges from poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, news broadcasts and so on. These categories comprise a class of communicative events with a communicative purpose.

Cope and Kalantzis (1993:27) argues that in any society there are regularly receiving situations in which a number of people interact to perform or carry out certain tasks and these are accompanied by language of whatever kind, the regularity of the situation will give rise to regularities in the texts which are produced in that situation, whether as a political pamphlet, a little newspaper or in science classroom, in the writing up of the report of an experiment for the teacher, or in a primary classroom in the writing down of some recollection, or in any of the other generic forms which make up the inventory of a literate society, these are the course of the difference that are observable in the different genres. The section has discussed register as a reflection of what is being spoken or written about (field), what is being spoken or written to (mode) and how the message is given (tenor).

The chapter has considered the characterization of the concept of genre as a recognisable communicative event characterised by a set of communicative purposes identified and mutually understood by members of the professional or academic community in which it regularly occurs. Communicative purpose is the measure criterion used to distinguish genres and sub-genres. These distinguishable features of genres and sub-genres give rise to different approaches based on linguistic, sociological and psychological approaches. Reference was made to the study of Bathia (1991) who distinguished these respective approaches: The linguistic approach refers to the lexical, grammatical or even discursal or rhetorical which associate certain specific features of language with certain types of writing or styles.

The sociological analysis concerns itself with how a particular genre defines, organizes and finally communicates social reality. This aspect of genre analysis emphasizes that texts by itself is not a complete object possessing meaning on its own, it is to be regarded as an ongoing process of negotiation in the context of issues like social roles, group purposes, professional and organizational preferences and prerequisites and even cultural constraints. The psychological analysis of genre reveals the cognitive structuring, typical

of particular areas of enquiry, whereas the tactical aspect of genre description highlights the individual strategic choices made by the writer in order to execute his or her intentions.

2.3 THE GENRE APPROACH TO LITERACY

2.3.1 Introduction

Cope and Kalantzis (1993) assert that a Genre approach to literacy teaching involves being explicit about the way language works to make meaning. It means engaging students in the role of apprentice with the teacher in the role of expert on language system and function. It means an emphasis on content, on structure and consequence in the steps that a learner goes through to become literate in a formal educational setting. It means a new role for textbooks in literacy meaning. Cope and Kalantzis (1993) argue that genre literacy teaching represents a fundamentally new educational paradigm. It is based on an understanding of the nature of language quite different from that of traditional grammar. Not only does it move beyond traditional literacy pedagogies which stress formal correctness, it also beyond the process pedagogies which stress 'Natural' learning through 'doing writing'. Genre literacy teaching is not liberal progressivism. Nor it is part of a movement 'back to basis'. Genre literacy is attempting to create a new pedagogical space.

2.3.2 Current approaches to literacy

Cope and Kalantzis (1993:4) assert that in early modern curriculum the canon consisted of the classics of ancient Greece and Rome with the rise of mass institutionalised education in vernacular languages, the canon was broadened to include modern 'classic', but under the pretence that there is a continuous Western tradition, superior to others. The students' relation to the canon was to be one of uncomplaining ingestion, even if the canon bore a more familiar relation to the lived experience of some students than it did to others. Cope and Kalantzis (1993) point out that by the 1970s, many Australian educators were rejecting traditional literacy pedagogy, with its traditional grammar and literacy canon. The critique was from the point of view of a paradigm of progressivism that was emerging to official and institutional dominance in education. According to Cope and Kalantzis (1993), Australian progressivism as it flowered in the 1970s was founded on the critiques of the traditional curriculum initiated by Dewey and Montessori at the turn of the twentieth century. Hardly a

departmental syllabus remained that was not radically transformed by progressivist pedagogy. In literacy, for example, grammar and other aspects of the teaching of language through formal conventions were out replaced by 'process writing' and 'whole language'.

2.3.3 Traditional and progressivist curricula

Traditional curriculum

The traditional curriculum as described by Cope and Kalantzis (1993:3) is as much as the progressivist curriculum, an invention of modernity. The traditional curriculum has pretensions to timelessness, as a curriculum, which is based on the solidity of the classics. Cope and Kalantzis (1993) point out that traditional literacy teaching forged itself this link to the high culture of classical Greece and Rome by constructing what was ostensibly a universal 'traditional grammar' act of descriptions of Latin and Ancient Greek. Latin and Greek, in fact, were the main subjects in early modern education. Traditional Grammar does, indeed, have some value in describing highly inflected and relatively regular languages like Latin or Greek. Cope and Kalantzis (1993) point out that traditional grammar is based on a uniquely modern logico-scientific culture and epistemology. It is based on the idea that the world can be described in terms of 'facts', rules and regularities epitomised in tables to conjugate verbs or decline nouns.

Cope and Kalantzis (1993) maintain that language is something that can be meaningfully visualised in taxonomies and rationalised into tables arranged across the two dimensional space of the textbook page. Nothing could be further from the classical pedagogy of historical reality in which grammar could never have been visualised in this way. In Ancient Greece and Rome grammar was a social practice internally related to dialect or rhetoric and learnt in apprenticeship to masters of those arts.

According to Cope and Kalantzis (1993) the Method of traditional grammar was in teaching the epistemic culture and logic of modernity. Applying traditional grammar to the teaching of English, the role of literacy learning acquired the same sort of social mission. By teaching parts of speech, by demanding standards of correctness, by being prescriptive about what were ostensibly language facts, teachers were teaching students respect, discipline, and order. Cope and Kalantzis (1993) maintain that traditional grammar had a

social function, and that was to exclude, to mark as wrong and even to fail discourses that the school curriculum labelled incorrect-incorrect, that is, by the criteria of the self-appointed 'Standard English' of the middle class. According to Cope and Kalantzis (1993) the logic of traditional curriculum was to serve up a universal 'standard', with pretension to factualness and cultural universality, pass those who found the standard and its underlying cultural logic congenial, fail those who didn't, and then describe the consequent differences in social and educational outcome to individual 'ability'

Progressivist curriculum

According to Dewey in Cope and Kalantzis (1993:4) under the progressivist curriculum, students were now to be active learners, to learn by doing, to learn through practical experience rather than learn facts by rote. Learning was to be meaningful, rather than formal. The most effective learning, it was assumed, would take place when it was relevant to the individual, rather than institutionally imposed. Curriculum was to stress processes over content. Textbooks, which, in their nature, seemed to dictate content, were definitely unacceptable. A New pedagogical regime of 'whole language' and 'process writing' was based on an analogy drawn between the way children learn oral language and learn literacy at school. According to Dewey, authentic resources, things that students wanted to read and write and which were of relevance and interest to their own lives, would be used instead of textbooks. The focus of the writing curriculum would no longer be on language in the abstract but on the meaning the child wanted to communicate. Central to this literacy pedagogy was individual student motivation instead of the rule driven authoritarianism of traditional literacy teaching. The theory even went so far as to posit a concept of ownership, student texts were owned by their writers, and the teacher was no more than a resource assisting the student when called upon. Dewey states that student experience and communicative intent would be brought to the fore rather than language facts and the rules of 'correct' speaking or writing. As there could be no 'proper language', there could also be no disadvantaged student.

By the early 1990s, the progressivist pedagogy has according to Dewey developed well beyond avowed cultural and linguistic assimilationism and his notion that experiential literacy learning should always and with students learning standard English. It has moved towards a relativistic theory of cultural and linguistic pluralism. Just as there is no longer thought to be singular, universal, canonical knowledge, there can be no fixed language

facts, only language and dialect variation that is relative to different cultural needs and interests. The notion that there might be a 'Standard' or correct English was according to Dewey only viewed as prejudice. Central to this new vision of literacy is the concept of student 'voice'. The teacher was no more than a facilitator who gives students space to voice their own interests in their own discourse.

2.3.4 Pedagogy for inclusion and access

Cope and Kalantzis (1993:64) argue that there should not be a return to the traditional curriculum, a rethinking of the nature of pedagogy. It is necessary to think about the dimensions of a reconstituted pedagogy, an explicitly pedagogy for inclusion and access. A rethought pedagogy will build on the insight of progressivism by using differential pedagogy, starting with student's differential experiences.

According to Cope and Kalantzis (1993) its objective will be a commonality, which does not exclude difference, or force homogenisation around singular cultural principles, and which does not restrict social access through a fragmented curriculum, which leaves a difference.

Clearly, there are common linguistic, cognitive and cultural conditions for social access. Using differential, specialised pedagogies, these common ends should be the singular objective of curriculum. An acceptance enduring difference is an essential pedagogical precondition to archiving singular educational ends. However, Cope and Kalantzis (1993) argue that this reconstituted pedagogy will need to shut between increasingly important parodial differences and a supra community that is genuinely inclusive in what it privileges, its symbols and access to social goals. A postprogressivist pedagogy will also need to move beyond moralism about discrimination.

According to Cope and Kalantzis (1993) diversity and its less than innocent social consequences need to be addressed both empirically and conceptually. This core curriculum can address historical issues of gender and culture. In literacy pedagogy the assumptions about language and language learning at the heart of the existing educational paradigms will have to be reformulated. As much as this involves critique of the paradigms, it will also entail reclaiming insights about the nature of learning, language and social context that have emerged.

2.3.5 Cope and Kalantzis's five basic principles of an explicit pedagogy for inclusion and access into curriculum

The first principle

Cope and Kalantzis (1993) assert that a classroom discourse is a subtle dialogue between students' various linguistic and cultural backgrounds and the culture of schooling with its language of schooled literacy. Cultural and linguistic differences can become a positive resource for access. A reconstituted pedagogy will be inclusive and affirming difference as a resource for social and educational access. They further explain that a reconstituted curriculum will need a more dialectical view of difference. Dialect differences must not be seen either as something to be overcome or something to celebrate. Schools should actively work towards a positive bidialectism or multidialectism, i.e. nurturing different dialects to do different things. Students and teachers work outwards from the language they know best. Starting with student's own discourses, a reconstituted pedagogy will according to Cope and Kalantzis (1993), negotiate with the dominant discourses before coming back to the discourses of difference so that difference is itself marshalled as a resource for social access. A curriculum, which makes the discourse of social power and influence one of its authoritative knowledge's, need not erase diversity. The discourse of schooled literacy should always only amount to one knowledge among the many that students learn in school, albeit a centrally important one.

Diversity can become a resource for access, which access can be used as a resource to sharpen diversity. Cope and Kalantzis (1993) argue that as much as they are disadvantaged, students from marginal cultural and linguistic backgrounds also have potentially advantaging linguistic and cognitive resources: the ability to see things from two points of view, the self-evident need to live and work with an imminent epistemology of pluralism, and a linguistic and cultural positioning that can be a cultural resource for learning those theoretical, distancing modes of language and thought needed for successful (compliant or resistant) negotiation in or with dominant social discourses. Schools, in other words, can productively marshal differences. Schools are, according to Cope and Kalantzis (1993), a site for negotiating multiculturalism, multidialectism and multilingualism.

The second principle

Cope and Kalantzis (1993) propose that teachers and their disciplined knowledge must be in an authoritative, but not authoritarian, relation to students. There should be an inevitable asymmetry in the relationship of teachers and students. This is not to support the arbitrary power enforced by a disciplining teacher in the traditional classroom. But is a view that rejects the progressivist ideas of formally equalising teachers and students, relativising school and domestic discourses in the name of relevance, and trying to make schooling 'Natural' and at one with the student's own life worlds.

Cope and Kalantzis (1993) argue that the teacher is in a position of knowledge a position of social authoritativeness. Classroom discourse is inevitably schoolish in both form and content and is very different from the other discourses of a child's life. Hence, Cope and Kalantzis (1993) argue its reflective modes are essentially unfamiliar. Because it is so different from the child's commonsense, the teacher must help recontextualise and construct contexts actively in the mind.

Cope and Kalantzis (1993) argue that all languages are grounded in social borrowings, and recreativity and reinvention are powerful tools for learning. When it comes to learning the genres of literacy, far from being a new and transparent technology for expression of a culturally stable 'voice', the child's culture is remade through the authoritative relation of the social conventions of language to the student.

The third principle

Cope and Kalantzis's (1993) asserts that lesson scaffolds need to be explicit, accessible to students and patterned in predictable ways. They need to be explicit both in managerial terms and in the sequencing of curriculum content, even if this means producing textbooks that realise new pedagogy principles. Cope and Kalantzis (1993) argue that pedagogy needs to provide a staged sequence with its own recursive pattern of predictability to be regularised and made explicit. This predictability is crucial if students are to have some degree of control over their work and the autonomy to keep on going without more instructions from the teacher. Lessons need to move from the concrete (the bias of progressivist curriculum) to the abstract (the bias of traditional curriculum) and back to the concrete, from experience (progressivism) to the received generalisations of theory (traditionalism) and back to experience. They need to move from the feel of empirical

reality with its imminent complexities (progressivism) to abstracting, distancing, synthesis (traditionalism) and then back to a reconceptualised empirical reality.

Cope and Kalantzis (1993) propose that lessons need to move backwards and forwards through induction (progressivism) and deduction (traditionalism). They need to move from familiar discourses and personal voice (progressivism) to knowing other voices (traditionalism) to a personal voice reconstituted socially. They need to move from disinterested analysis (traditionalism) to creativity (progressivism) via theory and critique. They need to move from an epistemological standpoint inside a single culture (traditionalism), to a disinterested, static and relativistic reading of cultural difference (progressivism), to an epistemological position with a capacity for cultural critique and open to conscious cultural recreation.

The fourth principle

Cope and Kalantzis (1993) argue that curriculum should be structured in explicit ways according to the fundamental structure of subjects. In macro dynamic terms, curriculum has disciplinary ends, which are reflected in the overall discursive structure of a 'subject' the steps taken to learn what will emerge as an academic discipline area between Kindergarten and the time the children leave school. Cope and Kalantzis (1993) state that genres themselves need to be sequenced into the fundamental structure of literacy and the process of learning to write at school. As becoming literate involves moving from the use of oral language to a meta-language that conceives language in ways characteristic of complex thought, the fundamental structure of language learning must according to Cope and Kalantzis (1993) involve the systematic and carefully orchestrated development of a meta-language of complexes until they develop into a practically useful and socially purposeful theory of language. Having worked through the necessary steps to grasp the fundamental structure of literacy, those concepts should be able to articulate the linguistic character and social purpose of both socially dominant and marginal discourses, and also account for the linguistic differences as social and cultural phenomena. Students who have grasped the fundamental structure of literacy will be able to denaturalise language and account for linguistic structure in terms of social purpose in the case of both dominant and less socially powerful or counterculture discourses.

The fifth principle

Cope and Kalantzis (1993) maintain that historically, the school of industrial modernity is a phenomenon without precedent. Accordingly, schooling inevitably generates a distinctive culture of which traditional and progressivist curricula are but permutations. The culture of schooling, whatever its complexion, is actively constructed. Cope and Kalantzis (1993) maintain that if schools are especially artificial in the sense of being removed from the harsh realities of material subsistence and having to perform the peculiar discursive operation of concentrating on the outside world at the same time as being so dissimilar to it, this artificiality, might well be something that it is in the best interests of students and teachers to defend and preserve. Institutionally, schooling allows the possibility of a certain cultural detachment, of academic freedom and of thinking critically. Cope and Kalantzis (1993) point out that discursively, the necessity of exospheric reference (being about the world but not immediately and reflexively of the world) has a deep cognitive and linguistic relevance in preparing students for making their way in industrialism the necessity to think abstractly, theoretically and critically. It is time to abandon the feigned agnosticism about the culture of schooling that comes with ideas of naturalism in curriculum generally and learning literacy in particular. Cope and Kalantzis (1993) state that the self-consciously artificial school deliberately provides access to realms outside student's own experience. It deliberately uses linguistic and cognitive modes that are strange in comparison to student's commonsense experience by virtue of having to concentrate on an external, exospheric referent. According to Cope and Kalantzis (1993) students may not want to learn what they need to learn, and because schooling is artificial they may not see the point immediately. It is for this reason that an explicit pedagogy for inclusion and access must create a new sort of motivation.

2.3.5 Summary

In summary, this section has examined the different approaches to literacy including the current approach, the traditional and progressivist approaches and the pedagogy for inclusion and access. The current approach is concerned with the comparison between the early modern curriculum, which consisted of the classics of ancient Greece and Rome with the rise of institutionalised education in vernacular languages which was broadened to include modern "classic", which also emphasized the fact that there were indeed still Western tradition superior to others. This resulted in Dewey and Montessori finding the Australian progressivism based on the critiques of the traditional curriculum which radically

transformed the departmental syllabus which was using the teaching of language through formal conventions to “process writing” and “whole” language approach. The pedagogy for inclusion and access concerns itself with the difference or force homogenisation around singular cultural principles, which restrict social access through a fragmented curriculum.

Cope and Kalantzis (1993) proposed five basic principles of an explicit pedagogy for inclusion and access into curriculum. The first principal is based on the diversity of students’ linguistic and cultural background which forms a subtle dialogue in the classroom since the school has its own language of schooled literacy. This difference became a positive resource for access. It further captures the view that schools should actively work towards a positive bidialectism or multidialectism, i.e. nurturing different dialects to do different things. Therefore, diversity can become a resource for access, which access can be used as a resource to sharpen diversity.

The second principle posited by Cope and Kalantzis (1993) concerns the teacher as the bearer of knowledge and is authoritative but not authoritarian, relation to student. There should be an inevitable asymmetry in the relationship of teachers and students. Classroom discourse is inevitably schoolish in both form and content and is very different from the other discourses of a child’s life.

The third principle relates to the sequence of lessons scaffold. It is suggested that lesson scaffolds need to be explicit, accessible to students and patterned in predictable ways. These lessons need to be explicit both in managerial terms and in the sequence of curriculum content. Pedagogy needs to provide a staged sequence with its own recursive pattern of predictability, to be regularised and made explicit.

The fourth principle is about the curriculum, which should be structured in explicit ways according to the fundamental structure of subjects. Genres themselves need to be sequenced into the fundamental structure of literacy and the process of learning to write at school. Cope and Kalantzis (1993) maintain that, having worked through the necessary steps to group the fundamental structure of literacy, those concepts should be able to articulate the linguistic character and social purpose of both socially dominant and marginal discourses, and also account for the linguistic differences as social and cultural phenomena. Students who have grasped the fundamental structure of literacy will be able

to denaturalise language and account for linguistic structure in terms of social purpose in the case of both dominant and less socially powerful or counter-culture discourses.

The fifth principle is concerned with the motivation of learners by the school itself. Long-term motivation will come with the demonstratively capacity of the discipline and the school to provide social access without prejudice.

2.4 GENRE IN THE PRACTICE OF LANGUAGE TEACHING

2.4.1 Introduction

Callagham, Knapp and Noble in Cope and Kalantzis (1993:179-203) assert that in contrasts to traditional grammar, with its emphasis on the rote learning of fixed rules, genre theory stresses the social context and communicative role of language.

In contrast to the 'process'-learning model (where language is seen to be learnt naturally, almost by osmosis, given the right experience), genre theory emphasises the social structures that in turn structure language use. Genre theory transfers this idea to the teaching of language. Both these insights, the social purpose of language and the structured nature of language learning have led to the formulation of the different teaching-learning approaches which embody a view of how language can be taught both effectively and efficiently in the classroom.

2.4.2 The curriculum cycle or 'wheel'

Cope and Kalantzis (1993) point out that despite the apparent natural progression of a child's language acquisition, the "wheel" model assumes that there is an equal input from the social in this process. Adults play a crucial role in providing language models for children, in helping to teach language through asking questions, restating phrases and so on. It is a social, interactive process, such that language development is best described as active contraction, not passive acquisition. The role of the adult in offering models, and guiding in the construction of texts with children, has been taken by genre theories to be the pattern through which language can be achieved in schools. The model of Martin and Rothery as treated in Cope and Kalantzis's (1993) Curriculum cycle advances attempts to engage students in an awareness of the social purposes, text structure and language

features in a range of identified text types or genres. Paralleling the insights into early language development, the cycle involves phases of **Modelling, joint negotiation** and **independent construction**. The rationale for this pedagogy is according to Cope and Kalantzis (1993) based upon studies of parent-child language interactions, which show that rather than language acquisition being a 'natural' process of osmosis, it is really highly interventionists.

Cope and Kalantzis (1993) states that parents have an enormous advantage over teachers in terms of teaching language that is the factor of time. Teachers have only a fraction of the time for individual language interaction than parents have. For this reason, teaching strategies in the classroom must be far more explicit and efficient than what happens in the home environment. The more clearly defined each language activity, the more specific each of the learning outcomes for the activity can be. One of the fundamental aims of this curriculum-writing program might be, and beyond this, how they might be managed with large and small groups of students.

The first stage of curriculum cycle is 'MODELLING'

A key insight of genre theory is that language occurs in a social context and that it is structured according to the purposes it serves in a particular context and according to the social relations entailed by that activity. Cope and Kalantzis (1993) state that this is important because the notion of Genre is sometimes misrecognised as a basis for arbitrary impositions on childhood creativity. It is not linguist or teachers, however, but the social context, which 'imposes' certain requirements. Therefore, it is necessary for students to understand the context of a given interaction in order to understand the purpose of Genre. The context, therefore, can be specific to either an educational setting or subject (such as the scientific way of describing animals, for example), or a wider social activity (such as newspaper articles, procedures for recipes, discussions among friends. Cope and Kalantzis (1993) suggest social context is one possible starting point when teaching students a new genre. A number of model texts can be used to draw out significant feature of the genre: those things, which make a report a report, or a discussion a discussion and not a procedure. In the modelling stage, the social purpose, text structure and language features of the genre are investigated.

The second stage of the curriculum cycle is 'JOINT NEGOTIATION'

In this stage, students (usually as a class or group) being writing in generic text types. Cope and Kalantzis (1993) state that this involves a period of preparation with the close guidance of the teacher, who provides support and 'scaffolding'. During the process of preparations, students gather and organise the information to be used in writing a text. This may involve a number of individual and group activities such as research and discussion. Teachers necessarily use those activities best suited to the demands of the students and the genre. The teacher then acts as a scribe for the class and helps turn students ideas into an approximation of the genre. According to Cope and Kalantzis (1993) this joint negotiation of a text will depend largely on the level of competence of the students given the degree of technical language and knowledge of field. The concept of 'approximation', therefore, is essential to the genre and its language features. In other words, the degree of approximation will depend on the familiarity of the genre and the language development of students.

As students become more confident and familiar with the genre, there will be less need for teacher assistance and negotiation. This phase also helps link spoken and written language. Cope and Kalantzis (1993) maintain that this is archived by the teacher acting as a scribe and moving through each of the generic stages with the students and negotiating with the students the appropriate information for the given stage. The teacher's role is to take the students spoken language and, through careful negotiation, transform the speech into writing. At this point it is useful for teachers to review progress made before proceeding to independent construction. If the class did not handle the stage well, it would be worthwhile to return to the modelling phase and examine further model texts and then engage in more joint construction.

The third stage of the curriculum is the 'INDEPENDENT CONSTRUCTION'

According to Cope and Kalantzis (1993) the third stage in the curriculum cycle involves a number of steps: From preparation through drafting, conferencing, editing and evaluating, to the creative manipulation of the genre and its possible uses. Without the previous stages, expectations that students can write will only be met by those students with substantial language resources already at hand. For students with limited resources over written language, explicit guidance in understanding purpose, schematic structure and the

language features of a genre is needed before they can launch into independent construction. Because these issues have been covered in earlier stages, students and teachers will have a shared language and knowledge with which to discuss the problems encountered in independent construction.

Cope and Kalantzis (1993) maintain that it is also useful in this stage for teachers to implement activities which aim to expand field or content knowledge and knowledge of language features or grammar. It is important for teachers to evaluate the success of each step and stage, but it is particularly important to set up procedures during independent construction to assess student's control of the genre and the success of the whole learning cycle, in order to indicate where the class needs to move next.

2.4.3 Genre as a social process

Kress in Cope and Kalantzis (1993:22) asserts that genre is a useful term for understanding what texts do and how they do it. He argues for a concept of Genre in which grammar makes meanings of social and cultural significance. This sort of grammar, he states, needs to focus on function texts and thus draw on social categories to explain texts. The notion of genre, as identified by Kress in Cope and Kalantzis (1993) is a device to analyse the conventionalised nature of linguistic interactions and the way in which language both reflects and constructs certain relations of power and authority.

In educational terms, working with the genres of social influence, such as certain forms of writing, has the potential to extend student's linguistic and cultural options. Genre thus provides the powerful basis for literacy pedagogy. Kress in Cope and Kalantzis (1993) views genre as a device to account for both stability and dynamic variation from text to text, rather than to classify or label them according to their formal features. Notwithstanding the importance of using genre literacy to expand students' linguistic, educational and social options, Kress in Cope and Kalantzis (1993) is concerned that this could mean teaching the powerful genres of dominant social groups in an unreflective fashion.

Genre literacy pedagogy, Kress in Cope and Kalantzis (1993) maintains, has to work creatively with differences in power and cultural differences in a multicultural, heteroglossic context, Kress in Cope and Kalantzis (1993) distinguishes three approaches to thinking

about language. One takes language as simply being there, and sees its task as that of setting out a formal account of its rules that is, providing a grammar. This approach can be traced back first to Greek, and then to Roman grammars, which became the basis of the English tradition of Grammar teaching. It has left a legacy of ill will and suspicion towards the teaching of grammar.

Kress in Cope and Kalantzis (1993) states that a second approach sees language as a fundamentally psychological phenomenon. Here the assumption is that language is a uniquely human phenomenon, and is to be most plausibly explained on the basis of the structure of the human brain. In other words, language is as it is because of the kinds of brains, which have produced language and still use and (re)produce it. This has been, and continues to be, the most influential view, and one which on the face of it promises much for an application in educational contexts. In this approach education is according to Kress in Cope and Kalantzis (1993), about the training of developing human brains-minds. A Psychological approach might tell us about mental development. Grammars within this theory tend to emphasise the structure, regularity, generality of forms and, in some cases their universality arguing that all human languages are essentially the same. The structure, regularity and universality are assumed to be effects of the structure of the brain. Kress in Cope and Kalantzis (1993) points out that this tradition has been particularly influential in second and other language teaching programs.

The third approach emphasises the cultural and social dimensions which enter into the formation and constitution of language and texts. Kress in Cope and Kalantzis (1993) maintains that this approach does not necessarily deny the importance of psychological factors in language, therefore to all cultures. What is common is seen as less important and less interesting than those factors which make languages different, and specific to particular cultures. In educational terms this approach offers the possibility of understanding language-in-culture and language-in-society, to allow a focus on those factors which reveal matters of cultural and social significance, difference and relevance. Grammars in this approach are, according to Kress in Cope and Kalantzis (1993), much more oriented towards meaning and function: What does this bit of language mean because of what it does?

Kress in Cope and Kalantzis (1993) points out that, because of the major interest of Genre work in meaning and function the emphasis is on understanding of what language is doing

and being made to do by people in specific situations in order to make particular meanings. The latter tells us about the social needs and cultural values meanings of its users. It connects with social processes and cultural values and demands. Ultimately it connects equally with the pragmatic goals of politicians, business people and bureaucrats, as well as with the pragmatic goals of those interested in an increasingly equitable, morally better society.

Kress in Cope and Kalantzis (1993) suggests that thinking about language, as a social phenomenon requires some considerable re-orientation in relation to well-established and commonsense notions of what language is. Commonsense notions of language are that it is 'made up' of sounds, words and sentences. Indeed, linguistic theorising through most of this century has reinforced this view. Grammar has either been about descriptions of parts of speech and the rules governing their form and combination, or, more recently, Grammars have attempted to describe the structure of sentences. In a social theory of language, the most important unit is text that is, the socially and contextually complete unit of language. For instance, in English-speaking (as of course in other) cultures, when two people meet briefly they will exchange greetings, will probably make a brief inquiry about each others well-being, and perhaps that of near friends and relatives, and then will exchange some concluding and fare-welling remarks. This exchange constitutes a text. Its origin is entirely social, as is its function. Its characteristics are specific to a particular cultural group, though in a more general form it is common to very many cultures. It is entirely conventional and recognisable, that is, it is a text with a recognisable and off repeated structure, with a particular way of expressing (coding) social relationships whether of familiarity and solidarity as here, or of formality, distance and power difference as in other instances of this kind of text.

The conventionalised aspect of this interaction is, according to Kress in Cope and Kalantzis (1993), what we recognise as being generic as making of this text a particular genre. While those conventions have become entirely automatic and 'natural' to members of the social or cultural group who use them, there is in fact nothing natural about them. This becomes quickly apparent when we meet a member of a different culture and see him or her struggling with an unknown convention, or when we find ourselves out of our culture, not knowing 'how to behave', not knowing what the right thing to do might be. Genre theory aims to bring some of those conventions into focus, show what kinds of social situations produce them, and what the meanings of those social situations are. In

the example above, the meanings would be something like a wish to accord recognition to a familiar person, to indicate friendliness, to affirm existing solidarity and intimacy, and to ensure the continuation of this relationship in those terms. At the same time genre theory aims at creating a sufficient understanding of Grammar as a dynamic resources for making meaning, to enable teachers to understand their student's texts, as well as the texts, which they would wish their students to be able to produce. Two theoretical categories are, therefore, particularly important in the above account viz, text and genre.

2.4.4 Genre and the wider socio-political context

Cope and Kalantzis (1993:28) assert that work on genre in relation to literacy developed out of quite specific educational and political aims, namely, to bring about greater possibilities of access to the resources and the technology of literacy, and, through greater access, to bring about some of the conditions for a redistribution of power in society. The question which has been at the forefront of considerations has been: What does someone need to know about literacy, what skills and knowledge would they need to have, in order to function fully and effectively in a literate, technologically developed society?

Kress in Cope and Kalantzis (1993) argues that genre work has been both a pedagogical and political project, a pedagogical project motivated by the political project of allowing greater, fairer, possibly equal access to the cultural and social resources and benefits of this kind of society. If it is assumed that access to social, economic and cultural benefits has much to do with command of the highest level of literacy skills, then a quite revolutionary program might be built on the attempt to give everyone access to literacy skills and knowledge in the fullest sense. The fundamental political aim has according to Kress in Cope and Kalantzis (1993), therefore, always been that of access on the assumption that full access to, and control of, literacy is essential to full participation in all aspects of social life. It is an aim based on the assumption that freedom of choice in cultural, social, political and ethical areas depends on access to the most powerful forms of writing; the most powerful genres in ones own society. The program is one about extending options, widening the range of choices and possibilities, and providing the freedom that comes from the possibility of choosing, rather than leaving people locked into particular situations.

First, Kress in Cope and Kalantzis (1993) addresses the question of the possible productive forms that multicultural societies can, or should, take. Second, he addresses the question of a sustainable economic, social and cultural future, not just for western technological societies but also for the whole world. Both these questions have profound effects for any thinking both about the language (and not just literacy) curriculum and about appropriate pedagogies. Kress in Cope and Kalantzis (1993) argues that if the curriculum is seen as essentially a matter of design, a design for the characteristic cultural shape of the future citizens of a society, then it is clear that literacy is an important part, but only a part, of a larger curriculum concerned with language and its role in education, in other words, the questions which genre work will need to encompass and touch on every aspect of the language curriculum. Kress in Cope and Kalantzis (1993) furthermore argues that if the curriculum in its contents is to be able to deal with the question of a multicultural, a pluricultural society then concerns about literacy alone are simply not sufficient. The same point applies to any thinking about how the curriculum can prepare productive, innovative citizens capable of dealing with the problems of the coming decades. At an abstract level the needs are the same: to produce a curriculum in which linguistic plurality, diversity and difference are shown to be the inevitable conditions of all societies, and that they constitute one of the most productive reservoirs and resources for cultural (and consequently social, political, economic) innovation.

Kress in Cope and Kalantzis (1993) discusses four central curriculum points, including the view that a language curriculum appropriate for a multicultural society will primarily give equal importance to considerations of oral language and its place in education and in society. It will give central attention to the whole set of connections of culture, society and language, codings of value systems, structuring and realisations of systems of power, and to the possibilities of making meanings in languages in that society in the existing particular configurations of power, and make available means of analysing that structure, providing means of developing critiques and, via critiques, the possibilities of change. Lastly, Kress in Cope and Kalantzis (1993) argues that it will pose a central question for debate the relation between a language curriculum, society, and societal change in general, focal in which will be issues concerning possibilities of fundamental cultural, social, economic innovation.

2.4.5 Pedagogics and social futures

Kress in Cope and Kalantzis (1993:30) states that in any consideration of a language or a literacy curriculum in the wider social and political context, the question of pedagogy has to be one central concern. If the aim is to produce citizens with particular abilities, knowledge and qualities, modes of learning are as important as kinds of content. Kress in Cope and Kalantzis (1993) points out that the pedagogical approach which has been dominant in Australia and in the UK over the previous two decades is progressivism, which has stressed process oriented methods. Given that there is now a relentless attempt on the part of reactionary forces to re-impose the older pedagogies, one needs to be wise, according to Kress in Cope and Kalantzis (1993) in attempting to establish what kind of pedagogy will produce young adults who will need to find the next two or three decades. A simplistic choice between process and product (content) oriented pedagogies will not do. Kress in Cope and Kalantzis (1993) argues that the skills, knowledge, habits and dispositions needed, will be those of analysis and critique, understanding and acceptance of heterogeneity and difference, the ability to respond to social changes by producing the requisite linguistic forms, or conversely to affect social changes by productively using the resources of language to produce forms which aid the production of social change. A pedagogy which is satisfied to leave knowledge of forms even where this is accompanied by explicitly discussions of the social and cultural effects and effectiveness of forms as a sufficient goal will fail in terms of these larger pedagogic and social aims.

Kress in Cope and Kalantzis (1993) argues that the curriculum should include knowledge of textual forms, but presents these as the product of stateable social factors. Hence the social factors provide the categories, which produce linguistic form, the social factors are the generative categories out of which textual forms genres are produced. According to Kress in Cope and Kalantzis (1993) the curriculum, therefore, is based on a simultaneous presentation of social factors, and of possible forms of their linguistic realisation: and a developing understanding that textual forms genres are always the result of the realisation in linguistic form of a complex of social factors. Kress in Cope and Kalantzis (1993) argues that this curriculum strongly shapes the pedagogy of the literacy curriculum. It starts with an acknowledgement of the teacher as a figure who has valuable and therefore valued knowledge, a figure whose authority derives from that knowledge. It situates the student as the person who will need to be, and become, linguistically productive in the face of relatively unstable future situations, and can be successful in that only out of a

productive knowledge of relevant cultural and social factors, of their most common convergences in social situations, and of their linguistic production and realisation in specific textual forms, in genres.

2.4.6 Summary

In summary, this section highlighted the difference between the traditional grammar approach, with its emphasis on rote learning of fixed rules and genre theory, which stresses the social context and communicative role of language. Both these theories, that is, the social purpose of language and the structured nature of language learning have led to the formulation of the different teaching learning approaches which embody a view of how language can be taught both effectively and efficiently in the classroom. This gave rise to the invention of the “wheel” by Martin and Rothery Curriculum cycle (see Cope and Kalantzis, 1993). This process investigates how a child learns a language from its parents. Learning a language is a social, interactive process, such that language development is best described as active construction, not passive acquisition. The curriculum cycle or “wheel” attempts to engage students in an awareness of social purpose text structure and language features in a range of identified text types or genres. The “wheel” has three major phases, namely: modelling, joint negotiation and independent construction.

- (i) In the modelling stage, the social purpose, text structure and language features of the genre are investigated. It takes as its point of departure the fact that language occurs in a social context and that it is structured according to the purposes it serves in a particular context and according to the social relations entailed by that activity. The modelling stage further emphasises that it is not the linguists nor teachers, but the social context that “imposes” certain requirements. Social context forms the integral part when teaching students a new genre, i.e. those things which make a report a report, or a discussion a discussion and not a procedure.
- (ii) The joint negotiation stage involves the close guidance of the teacher who provides support and scaffolding. Learners are engaged in research and discussion while the teacher acts as a scribe and helps turn the learners ideas into written. This exercise depends largely on the level of competency of the learners. The important role of the teacher is to take the learner’s spoken language, and through careful negotiation, transform the speech into writing. Thereafter the progress made is

reviewed, and if not satisfied, it will be worth the while to return to the modelling phase and examine further model texts and then engage in more joint construction.

- (iii) The independent construction phase refers to the phases from preparation through drafting, conferencing, editing and evaluating, to the creative manipulation of the genre and its possible use. Explicit guidance in understanding purpose, schematic structure and the language features of a genre is needed before they can launch into independent construction. Martin and Rothery in Cope and Kalantzis (1993) consider it important at this stage for teachers to implement activities which aim to expand field or content knowledge and knowledge of language features or grammar. Each stage should be thoroughly evaluated for the success of this cycle.

According to Tribble (1996) the term genre has been used to describe different types of literature, like lyric, tragedy, novel or different types of film. He states that educationists and linguists have taken up the concepts and used it to refer to language use in specific social contexts. This means that according to educationists and linguists, genre refers to different types of social activities enacted through different texts that are associated with them. These texts may be either spoken or written. Tribble gives an example of a writer who, if he wants to write a promotional letter, must know the genre constraints associated with that type of writing, be able to make appropriate lexical, grammatical and content choices which will make that type of writing successful when the reader interacts with it. The person writing the letter, the letter itself and the reader meant to read it, are all participants in this genre and each one of them has a role to play.

Kress in Cope and Kalantzis (1993) distinguishes three approaches to thinking about language. For the purpose of this study the emphasis will be on the approach which deals with the cultural and social dimensions, which enter into the formation and constitution of the language of texts. This approach also takes into cognisance the importance of psychological factors in languages. According to Cope and Kalantzis (1993) it offers the possibility of understanding language in culture and language in society and is interested in those factors, which reveal matters of cultural and social significance, difference and relevance. Kress in Cope and Kalantzis (1993) argues that grammar in his view should be more orientated towards meaning and function. The interest of theorists in this approach is on the social needs and cultural values and meanings of the users of a language. Cope and Kalantzis (1993) argue that if one wants to think about language as a social

phenomenon, one must rethink what was the main focus of a theory of language is. In a social theory of language, the most important unit is the text, that is, the socially and the contextually complete unit of language. Cope and Kalantzis (1993) give an example of a text whose content is based on people of a certain culture, greeting each other when they meet. Such a text has a social function and has characteristics specific to a particular cultural group. Some conventions, which appear in a text, are peculiar to a certain cultural group, although there might be similarities in some portions of the text to another cultural group.

According to Cope and Kalantzis (1993), there are other issues which are essential to a social account of language, like the importance of thinking about how we talk or write about certain topics before we can actually engage ourselves in writing. To show that there are differences between speech and writing they explain that writing is much more than the mere transcription of speech. A text has a social origin and can be explained in terms of the social context in which it was made. As a result, readers can check who produced the text, for whom and in what context as well as checking the constraints under which it was produced. Cope and Kalantzis (1993) argue that it is the text in its full social and cultural context, which provides the relevant starting point for any useful speculation about forms, uses and functions of language. If there is a deviation from conventions, one can see it from the social context. To sum up, a writer produces a text according to a particular type of genre and it is important to know the conventions of different types of genre.

Cope and Kalantzis (1993) assert that work on genre in relation to literacy developed out of quite specific educational and political aims, namely to bring about greater possibilities of access to the resources and the technology of literacy, and through greater access to bring about some of the conditions of redistribution of power in society. They point out that the fundamental political aim has, therefore, always been that of access, on the assumption that full access to, and control of literacy is essential to full participation in all aspects of social life. It is an aim based on the assumption that freedom of choice in cultural, social, political and ethical areas depends on access to the most powerful forms of writing, the most powerful genres in ones society.

2.5 GENRE AS SOCIAL ACTION

2.5.1 Introduction

Miller in Freedman and Medway (1994:23) asserts that she supports Campbell and Jamieson's position in Cope and Kalantzis (1993) that Genre study is valuable not because it might permit the creation of some kind of taxonomy, but because it emphasizes some social and historical aspects of rhetoric that other perspectives do not. She argues that a theoretically sound definition of Genre must be centered not on the substance or the form of discourse but on the action it is used to accomplish. To do so she examines the connection between Genre and recurrent situation and the way in which genre can be said to represent typified theatrical action. Her analysis shows how hierarchical models of communication help illuminate the nature and structure of such rhetorical action.

2.5.2 Classifying discourse

Frye in Cope and Kalantzis (1993) remarks that the study of Genre has to be based on the study of convention. A useful principle of classification for discourse should then have some basis in the conventions of rhetorical practice, including the ways actual rhetors and audiences have of comprehending the discourse they use. He maintains that the semiotic framework provides a way to characterize the principles used to classify discourse, according to whether the defining principles is based in rhetorical substance (semantics) form (syntax) or the rhetorical action the discourse performs (pragmatics). A classifying principle based in rhetorical action seems most clearly to reflect rhetorical practices because action encompasses both substance and form. If genre represents action, it must according to Frye, involve situation and motive, because human action, whether symbolic or otherwise, is interpretable only against a context of situation and through the attribution of motives.

Campbell and Jamieson in Cope and Kalantzis (1993) define genre as that which does not consist merely of a sense of acts in which certain rhetorical forms recur, but which is composed of a constellation of recognizable forms bound together by an internal dynamic. The dynamic 'fuses' substantive, stylistic, and situational characteristics. The fusion has the character of a rhetorical 'response' to situational 'demands' perceived by the rhetor. Thus, inaugurals, analogies, courtroom speeches, and the like, have conventional forms

because they arise in situations with similar structures and elements and because rhetors respond in similar ways, having learned from precedent what is appropriate and what effects their actions are likely to have on other people.

Miller in Freedman and Medway (1994) states that scholars in other fields have been interested in classifying discourse, for both pedagogical and theoretical reasons, and rhetoricians have occasionally adopted these classifications as the equipment of genres. In the fields of literature and composition, classifications are commonly based upon formal rather than pragmatic elements. Welleck and Warren in Cope and Kalantzis (1993) classify literacy genres on both outer form (specific meter or structure) and inner form (attitude, tone purpose, as revealed in textual details). In the field of composition, Brooks and Warren in Cope and Kalantzis (1993) described genre according to form, exposition, argumentation, description, and narration. Kinneary in Cope and Kalantzis (1993) classified discourse on the basis of 'aim', an apparently pragmatic basis, but he also arrives at a closed system with four members: expressive, persuasive, literacy, and referential discourse. Aim is determined by which of the four components of a communication model a discourse 'focuses' on: **sender, receiver, code, or reality**.

Miller in Freedman and Medway (1994) proposes that in rhetoric the term 'genre' be limited to a particular type of discourse classification, a classification based in rhetorical practice and consequently open rather than closed, and organized around situated actions (that is pragmatic, rather than syntactic or semantic). Genre classification, Miller Freedman and Medway (1994) advocate, in effect, ethnomethodological: It seeks to explicate the knowledge that practice creates. To consider as potential genres such discourse as the letter of recommendation, the user manual, the progress report, the lecture, and the white paper, as well as the eulogy, the apologia, the inaugural lecture, the public proceeding, and the sermon, is not to trivialize the study of Genres, rather it is to take seriously the rhetoric in which we are immersed and the situations in which we find ourselves.

2.5.3 Recurrent rhetorical situation

Although Burke and Bitzer in Cope and Kalantzis (1993) have both used the term 'rhetorical situation', Bitzer's work brought a specific version into prominence in rhetorical theory. One crucial difference between the two is Burke's use of motive and Bitzer's of exigency as the focus of situation. Although the two concepts are related, there is tension

between them that requires resolution before the relation of genre to situation can be clear. Burke's emphasis is on human action, whereas Bitzer's appears to be on reaction. In particular Bitzer's use of demand response language has made it possible to conceive of exigency as an external cause of discourse and situation as deterministic, interpretations that have been widely discussed. Because these interpretations create problems for genre theory, a reconceptualization of exigency is necessary if genre is to be understood as social action.

Bitzer, Brinton and Patton in Cope and Kalantzis (1993) all emphasize the ontological status of situations as real, objective, historical events. All three describe situations as consisting of two sorts of components, Brinton to objective and subjective, and Bitzer in Cope and Kalantzis (1993) to the actual and interest components of exigency. All three regard the first term as fundamental, as the real part of the situation, and the second as a perceptual screen. Patton in Cope and Kalantzis (1993) believes that the objective phenomena serve as the basis for assessing the 'accuracy' of perception. Brinton in Cope and Kalantzis (1993) concludes that the factual component is the exigency and that consequently there may be 'absolute' exigencies. What is particularly important about rhetorical situations for theory of Genre is that they recur, as Bitzer in Cope and Kalantzis (1993) originally noted, but in order to understand recurrence, it is necessary to reject the materialist tendencies in situational theory. Campbell and Jamieson in Cope and Kalantzis (1993) observe that in rhetoric 'the exigency' of the recurrent provides insight into the human condition, in the materialist account; the recurrent would lead instead to scientific generalizations. Our understanding of situations implies recurrence as somehow 'comparable', 'objective situations are unique' they cannot recur. What recurs cannot be a subjective configuration of objects, events and people, nor can it be a subjective configuration, à 'perception', for these, too, are unique from moment to moment and person to person. Recurrence is an intersubjective phenomenon, a social occurrence, and cannot be understood on materialist terms.

Because human action is based on and guided by meaning, not by material causes, at the center of action is a process of interpretation. Before we can act, we must interpret the indeterminate material environment, we define or 'determine', a situation. It is possible to arrive at common determinations of material states of affairs that may have many possible interpretations. In other words, our store of knowledge is useful only in so far as it can be brought to bear upon new experience: the new is made familiar through the recognition of

relevant similarities, those similarities become constituted as a type. A new type is formed from typifications already on hand when they are not adequate to determine a new situation. If a new typification proves continually useful for mastering states of affairs, it enters the stock of knowledge and its application becomes routine. Schutz in Cope and Kalantzis (1993) notes that because types are created and shared through communication, they come to reside in language: Whatever is typically relevant for the individual was for the most part already typically relevant for his (sic) predecessors and has consequently deposited its semantic equivalent in the language. Schutz in Cope and Kalantzis (1993) argues that the language can be construed as the sedimentation of typical experiential schemata which are typically relevant in society.

Schutz's in Cope and Kalantzis (1993) account of types is useful to a theory of rhetorical genres because it shows the importance of classification to human action. It is through the process of typification he argues that we create recurrence, analogies, and similarities. What recurs is not a material situation (a real, objective, factual event) but our construal of a type. The typified situation, including typifications of participants, underlies typification in rhetoric. Successful communication would require that the participants share common types: this is possible in so far as types are socially created (or biologically innate) If rhetorical situation is not material and objective, but a social construct or semiotic structure, how are we to understand exigency. Schutz in Cope and Kalantzis (1993) argues that exigency must be located in the social world, neither in a private perception nor in material circumstances. It cannot be broken into two components without destroying it as a rhetorical and social phenomenon. Exigency is a form of social knowledge, a mutual constructing of objects, events, interests and purpose that not only links them but makes them what they are: an objectified social need. Conversely, although exigency provides the rhetor with a sense of rhetorical purpose, it is clearly not the same as the rhetor's intention, for that can be ill formed, dissembling, or odds with what the situation conventionally supports. The exigency provides the rhetor with a socially recognizable way to make his or her intentions known. It provides on occasion, and thus a form, for making public our private versions of things.

Blumer in Cope and Kalantzis (1993) observed that preponderant portion of social action in a human society, particularly in a settled society, exists in the form of recurrent patterns of joint action, which is a rationale for the study of rhetorical genres. Blumer in Cope and Kalantzis (1993) argues that to base a classification of discourse upon recurrent situation

or, more specifically, upon exigency understood as social motive, is to base it upon the typical joint rhetorical actions available at a given point in history and culture. Studying the typical uses of rhetoric, and the forms that it takes in those uses, is less informative about the art of individual rhetors or the excellence of particular texts than it does about the character of a culture or an historical period.

2.5.4 Hierarchical theories of meaning

Miller in Freedman and Medway (1994) asserts that if we understand genres as typified rhetorical actions based in recurrent situations, we must conclude that members of a genre are discourses that are complete, in the sense that they are circumscribed by a relatively complete shift in rhetorical situation. Thus, we should recognize a lecture or a eulogy or a technical manual or a public proceeding by our determination of the typified rhetorical situation.

The 'genre fusion' that Campbell and Jamieson in Cope and Kalantzis (1993) predicate of substantive, stylistic and situational elements is, in their view, the key to understanding the meaningfulness or 'significance' of a genre. They maintain that, using semiotic terminology, it is possible to explicate this 'fusion' and to specify how it is central to a theory of meaning. A particular kind of fusion of substance and form is essential to symbolic meaning. Substance, considered as the semantic value of discourse, constitutes the aspects of common experience that are being symbolized.

Burke in Cope and Kalantzis (1993) maintains that substance is drawn from our 'acting-together', which gives us common sensations, concepts, images, ideas and attitudes. Forms are perceived as the way in which substance is symbolized. Form shapes the response of reader or listener to substance by providing instruction, so to speak, about how to perceive and interpret; this guidance disposes the audience to anticipate, to be gratified, and to respond in a certain way. Thus, Burke in Cope and Kalantzis (1993) argues that form becomes a kind of meta-information, with both semantic value (as information) and syntactic (or formal) value. Form and substance thus bear a hierarchical relationship to each other. This hierarchical relationship is implicit in speech act theory, where meaning, according to Searle as discussed in Cope and Kalantzis (1993), has two elements: an utterance or proposition, and the action it is used to perform, indicated as the illocutionary act. Such meaning-as-action exists only within a larger interpretive context.

Toulmin in Cope and Kalantzis (1993) maintains that any expression owes its linguistic meaning to having been given a standard rule-governed use or uses, in the context of such activities. Language games in turn, however, must be understood in their own broader contexts, and those contexts introduces the phrase 'forms of life' This description suggests according to Toulmin in Cope and Kalantzis (1993) that context is a third hierarchical level to meaning, encompassing both substance and form and enabling interpretation of the action resulting from their fusion. Toulmin suggests that, since context itself is hierarchical, we can think of form, substance and context as relative, not absolute, they occur at many levels on a hierarchy of meaning. When form and substance are fused at one level, they acquire semantic value which is then subject to formalizing at a higher level.

Toulmin in Cope and Kalantzis (1993) suggests that this combination of substance and form acquires meaning when it serves as substance for the still higher-level form imposed by a language game. Thus, form at one level becomes an aspect of substance at a higher level, although it is still analysable as form at the lower level. Toulmin in Cope and Kalantzis (1993) asserts that it is through this hierarchical combination of form and substance that symbolic structures take on pragmatic force and become interpretable actions, when fused, the substantive and formal components can acquire meaning in context. A complex hierarchy of such relationships is necessary for constructing meaning.

Two recent communication models instantiate this hierarchical principle in remarkably similar ways, together, they suggest a connection between rhetorical genre and the hierarchical fusion of form and substance. One model, developed by Frentz and Farrell as discussed in Cope and Kalantzis (1993) is grounded specifically in action theory and makes explicit use of the rules approach to communication. The 'paradigm' they propose consists of three 'hierarchically structured constructs': context, episodes and symbolic acts. Context 'specifies the criteria for interpreting both the meaningfulness and propriety of any communicative event'. It consists of two hierarchical levels form of life and encounters. 'Form of life', is used by Frentz and Farrell to refer to the cultural patterns, both linguistic and non-linguistic.

Encounters, the second level of context, proposed by Frentz and Farrell, 'particularize form of life through rules of propriety' they are 'point of contact' in concrete locations, providing the specific situational dimension to context. The second level of the hierarchy is the

episode, a 'rule conforming sequence of symbolic acts generated by two or more actors who are collectively oriented towards emergent goals.

The third and lowest level of the Frentz and Farrell model is the symbolic act, the 'component' of the episode. Symbolic acts are 'verbal and/or nonverbal utterances which express intentionally' characterized in much the way Searle describes speech acts.

Another hierarchical model of communication, proposed by Pearce and Conklin discussed in Cope and Kalantzis (1993) addresses the problem of interpreting non-literal meanings in conversation. Pearce's earlier work found that conversational coherence requires coordinated management of meaning' among participants and that such coordination is accomplished through rules. Each level of meaning provides a context for constituents at lower levels by means of rule-governed relationships.

The Pearce model consists of five levels in all: archetypes, episodes, speech acts, propositions (grammatical utterances), and the stream of behaviour that must be interpreted. Archetypes are described as 'those fundamental logical operations or symbolic reasoning procedures which persons use to detect or generate patterns in the sequence of events. These are based on the common physiology that human being share and in the common physical properties of the world they live in. Episodes are 'sequences of messages which have a starting and stopping point and an internal structure. These patterned sequences provide the context for speech acts according to Pearce.

The hierarchical levels of Pearce as discussed in Cope and Kalantzis (1993) are connected by sets of top levels rules that coordinate cognitive movement between them. Between the top levels are rules of symbolic identification, between the second two are rules of association, between the third and fourth are rules of communication, and between the last two, rules of information processing. These two hierarchical schemes are persuasive, in part because of their comprehensives, and in part because of their similarities, and in part because of their consistency with other social and psychological theory. Although neither one has anything explicit to say about rhetorical genre, they provide a background for understanding genre as meaningful action that is rule governed.

2.5.5 Summary

In summary, this section reviewed the discourse classification proposed by Frye as discussed in Cope and Kalantzis (1993), the recurrent rhetorical situation as postulated by Burke and Bitzer and discussed in Cope and Kalantzis (1993) and the hierarchical theories of meaning by Miller. Frye argued that a useful principle of classification for discourse should have some basis in the conventions of rhetorical practice, including the ways actual rhetors and audiences have of comprehending the discourse they use. Discourse is classified according to whether the defining principles is based in rhetorical substance (semantics) form (syntax) or the rhetorical action the discourse performs (pragmatics). A classifying principle based on rhetorical action seems according to Frye most clearly to reflect rhetorical practices because action encompasses both substance and form. If genre represents action, it must involve situation and motive, because human action, whether symbolic or otherwise, is interpretable only against a context of situation and through the attribution of motives. Therefore, Frye maintains inaugurals, analogies, courtroom speeches, and the like, have conventional forms because they arise in situations with similar structures and elements and because rhetors respond in similar ways, having learned from precedent what is appropriate and what effects their actions are likely to have on other people.

Burke and Bitzer as discussed in Cope and Kalantzis (1993) used the term "rhetorical situation" although Burke uses motive and Bitzer focuses on exigent as the focus of situation. These two terms are related, they only differ in their focus. Burke focuses on action whereas Bitzer focuses on reaction. Bitzer in Cope and Kalantzis (1993) emphasises the ontological status of situations as real, objective, historical events. According to Bitzer in Cope and Kalantzis (1993), what is particularly important about rhetorical situations for theory of genre is that they recur, but in order to understand recurrence, it is necessary to reject the materialistic tendencies in situational theory. Recurrence is implied of situations as somehow comparable. Bitzer asserts that knowledge is useful only in so far as it can be brought to bear upon new experience: the new made familiar through the recognition of relevant similarities, those similarities become constituted as a type. A new type is formed from typification already on hand when they are not adequate to determine a new situation. Bitzer maintains that if a new typification proves continually useful for mastering states of affairs, it enters the knowledge and its application becomes routine.

Schultz in Cope and Kalantzis (1993) argued that because types are created and shared through communication they come to reside in language. Whatever is typically relevant for the individual was for the most part already typically relevant for his predecessors and has consequently deposited its semantic equivalent in the language. Therefore, Schutz argues that a language can be constituted as the sedimentation of typical experiential schemata which are typically relevant in society. Blumer as discussed in Cope and Kalantzis (1993) argued that preponderant portion of social action in human society exists in the form of recurrent patterns of joint action. This compels us to conclusively argue that to have a classification of discourse upon recurrent situation or more specifically upon exigency understood as social motive, is to base it upon the typical joint rhetorical actions available at a given point in history and culture. The issue of recurrent rhetorical situation was explored and it was shown that if we understand genres as typified rhetorical action based in recurrent situations, we must conclude that members of a genre are discourses that are complete, in the sense that they are circumscribed by a relatively complete shift in rhetorical situation. Thus we should recognise a lecture or a eulogy or a technical manual or a public proceeding by our determination of the typified rhetorical situation.

The arguments about hierarchical theories were presented by Miller in Cope and Kalantzis (1993) and supported by Campbell and Jamieson discussed in Cope and Kalantzis (1993) and it was concluded that the hierarchical levels are connected by sets of top levels rules that co-ordinate cognitive movement between them and between the top levels are rules of symbolic identification, between the second two are rules of association, between the third and fourth are rules of communication and between the last two, rules of information and processing. These two hierarchical schemes are persuasive, in part because of their comprehensiveness, in part because of their similarities, and in part because of their consistency with other social and psychological theories. They provide a background for understanding genre as meaningful action that is rule governed which is to say interpretable by means of conventions.

2.6 TEACHING GENRE AS A PROCESS

2.6.1 Introduction

Coe, in Freedman and Medway (1992) states that some educators and writing teachers have been insisting that to empower disadvantaged students we must teach genres.

Control of certain genres is a virtual prerequisite to certain sorts of opportunities and powers. Students with the 'right' family backgrounds acquire at home an intuitive knowledge of deep and surface structures of such genres. Students without such familiar advantages, need explicit instruction to help them master such genres. If we do not supply that instruction we are by omission, teaching to empower disadvantaged students and thus reconstituting the existing social inequities. There are at least three ways in which genre and processes come together: one is in the writing processes of individual writers. Sometimes writers use genre as heuristic for invention. A second closely related way in which Genre and process come together is genre as reader expectation. Skilled readers have particular expectations at particular junctures.

A third way turns on the sense in which genre is social process. One might say that genre epitomizes the significance of approaching reading and writing as social processes in which individuals participate without necessarily being entirely conscious of how social the process are which is why we were able to write and teach writing for so long without considering how social writing processes are.

2.6.2 Rhetorical context

LeFevre as discussed in Cope and Kalantzis (1993) argues that to understand rhetorical invention we must consider it as a social process. Some way in which invitation becomes social is when conventional forms preferred or prescribed by a discourse community mediate an individual's act of creation. One-way discourse communities preserve their boundaries, their integrity, is by restricting the communications of those who have not learned the standard forms. The rhetoric of genre is especially applicable to literacy and education.

Pare discussed in Cope and Kalantzis (1993) asserts that students need to discover that the communities within which they read and write influence, even determine, the meanings they make, students need to see how groups both authorize and restrict discourse, how they permit some conversations while prohibiting or discouraging others.

Cope and Kalantzis (1993) argue that genres embody our social memory of standard strategies for responding to types of situations we encounter repeatedly. They maintain that when we see past the uniqueness of a particular situation and recognize it as familiar,

we activate (at least provisionally) a structure we have previously decided is generally appropriate to that type of situation. When these communicative situations become traditional people devote themselves mainly to the accumulated internalities of tactics, picking up a special jargon, simply as insignia of membership in a lodge. Cope and Kalantzis (1993) suggests that genres should be understood both as structures and as social processes. New and radically different types of situations call for new strategies, which may need to be embodied in new structures. Thus the proper first step for preparing to teach a particular genre is often to locate it in rhetorical situation and context of situation.

Cope and Kalantzis (1993) state that though unconscious knowledge may suffice for writers, teachers should according to Cope and Kalantzis (1993) explicitly understand the genres they teach. They should ask how the form is functional: What purposes does this genre serve? How do its particular generic structures serve these purposes? How is it adapted to its particular readers? How is it appropriate to its context of situation? Why is it usually functional for business letter to state in the first sentence or two what the letter is about?

The reduction of communicative strategies to strategies to generic structures sometimes seems convenient for both teachers and writers. But it must be the grounding of genre in rhetorical situations and interrupt the logical flow that should take us from considering strategies to considering the ends those strategies serve, and hence from rhetoric to ethics. One way to focus student's rhetorical attention, according to Cope and Kalantzis (1993) is to insist that each piece of writing have a specifically defined rhetorical situation which may be stipulated in assignment or by the student, for example: What am I (are we) trying to accomplish (purpose)? With whom? (Audience) Under what circumstances and in what genre? (occasion). Thus genre becomes an aspect of communicative context and reader expectation. Genres are situated in contexts and need to be explained as somehow fitting those contexts, for genres evolved as people adapted to communicative situations and their contexts. One implication according to Cope and Kalantzis (1993) is that, as a genre moves from one situation or context to another, it may become erroneous. It may lead writers to create texts that fail to archive their communicative purposes. Cope and Kalantzis (1993) argue that a genre is erroneous (in the etymological sense) if it takes writers off the path, if it does not get them where they are trying to go. Particularly in changing situations (and in times of change), writers need to pay particular attention to old

genres that might lead them astray, which is the problem with teaching genres dogmatically, statically, as structures, for unless one understands genre functionally, as a communicative response to type of situation, one does not know when to abandon it (as the situation changes). Cope and Kalantzis (1993) point out that there is a great danger when genres get reduced to structures, when they get separated from their environments, when the strategies are forgotten.

Students need to be aware of this, which is why we need to teach them the process of genre analysis, so they can think critically about genres. When they join a community (e.g. getting a new job) and someone presents a genre in which they will have to write, they should know how to figure out what's going on, including discovering contextual explanations.

2.6.3 A new model for teaching-learning experiences

Callaghan, Knapp and Noble as discussed in Cope and Kalantzis (1993:179) are concerned with a product-based orientation to genre, discussing the changed orientation from product to process i.e. genres as social processes. Genres are the ways particular things get done, through language, people exchange information and knowledge and interact socially. All cultures engage in language exchange but have particular ways or forms for performing each exchange. Callaghan, Knapp and Noble in Cope and Kalantzis (1993) view genres as a useful way of categorising the social processes that are realised through the use of language. From a teaching-learning perspective, therefore, it is productive to work with genre as a process that leads to a product or text type. Callaghan *et al.* state that genres reflect the relative stability of the ways that we socially interact. As a result of this the text types that are necessary for students to learn can be identified as report, exposition, explanation, debate and so on.

Cope and Kalantzis (1993) argue that the approach to genre being suggested in these new models broadens the application of the commonly used concept of Genre. For example, in film and media studies it is used to categorize text types by their conventional characteristics i.e. soap opera, horror, science fiction, horror film and the like. Similarly, in literature studies genres represent conventional text types, for example, romance, short stories, novella and biography. It also argues for a more flexible concept that views genre

not as an end product, but as the process that produces text types a dynamic interaction of social participants and appropriate generic resources.

This approach enables the teaching and learning of language to be a dynamic social process that encourages the development of creative and independent writers. Rather than thinking of genres as things to be replicated, such as report, procedures and discussions, they become processes to be thought through, for example, describing, explaining and arguing. This distinction is important according to Cope and Kalantzis because teaching genres as processes rather than products enables the genres to be (1993) applicable to all text types written by students. That is, the generic features (Grammar structures) of the genre of describing, for example, remain consistent for all writers, from the experiential based descriptions of early writers to the scientific descriptions of senior secondary students. This enables a developmental approach to teaching where writers are building on and developing from what they already know about each of the genres. Cope and Kalantzis (1993) argue that teaching aspects of genres, such as structure and grammar, becomes more a part of the process of writers realising the generic purpose of their texts, rather than being fragmented and 'rule governed'. This enables the teaching of grammar to be a basic part of teaching programs for early writers onwards.

While text types can be relatively simple and straightforward in primary school, in secondary school students are expected to produce 'multigeneric' texts. This new model for teaching-learning experiences has five stages, according to Callaghan *et al.*:

- (i) The first stage introduces genres that concretely represent what students have experienced or observed genres that defines and describe their world.
- (ii) Stage two of the model moves from observation to generalised knowledge to experience. Students are forced to redefine experience into dominant cultural paradigms at the expense of their own knowledge. The model sets out to teach grammar through writing, so this element is introduced at this stage. In this model, while this involves recognition that students have competence in many spoken genres, it does not imply that moving from speech to writing is a simple matter of the teacher intervening at the transcription stage, students learn the grammar of writing through understanding the way that their own writing works. Exercises such

as asking students to write simple, short, well-defined writing tasks and then comparing and contrasting the different approaches to this task, are particularly useful here. Students can also be given the grammatical names and functions of the language they have used for this task.

- (iii) Stage three involves the introduction of reading models. The purpose here is to reconstruct the materials in relation to purpose, structure, message, grammar, and to link this to what has already been covered in the previous writing activities. Learning to read generally depends on the commonsense of teachers to use a range of strategies where needed. The model suggests using strategies to cover the middle ground between 'reading' and comprehension, e.g., choosing texts that are generally 'simple' or using the text as an object that can be pulled apart and examined. It is recommended that the teacher does several readings, each time examining different aspects such as purpose (why is the text written like this?) message (what is the text about?) structure (are different parts of the text doing different jobs?) and grammar (what type of language is being used to do each job?).
- (iv) Stage four introduces experiential-based research. By this time it is hoped that students will have begun to make connections between their generalizations of the concrete and the abstract concepts involved. Exercises must be devised to give them first-hand knowledge e.g. a teacher could collaborate with the librarian to conduct a research lesson in the library, have students work in pairs or groups, assist students by providing research sheets scaffold to accommodate the generic structure, and / or show how to collect relevant information in point form (the format of the research sheets will assist in this task).
- (v) Stage five introduces a writing / editing dimension. At first, students will be asked to write their text stage by stage. For example, if they were to be writing a description, they would first be asked to write a topic classification, then asked to compare and contrast different approaches to this task. For example, they could build on the grammatical names and functions of the language they have used for the task and, using their knowledge of genre and grammar, or they could be asked to rebuild or edit what they have written. Their essay at this point should show whether their writing is approaching a critical developmental stage whether or not it is moving

from the concrete world of action into the abstract world of knowledge, moving from the temporally sequenced world of action recounts to the cause and effect world of rational argument, and moving from the commonsense world of concrete phenomena to the abstract world of objectified knowledge.

Cope and Kalantzis (1993) conclude that to build on this, a series of teaching-learning strategies must be designed to help students, both as enquirers into particular disciplines and as literature participants in that particular world of knowledge. They argue that from such as perspective, an explicit knowledge of grammar is highly effective and efficient teaching-learning strategy. By an analysis of their own texts, students are taught about grammar and its functions students can then be asked to rewrite their texts in the light of what has been learnt.

2.6.4 The genre-based language curriculum - the case of English newspaper

A Genre-based flexible curriculum can facilitate language learning within, across and beyond the confines of a curriculum, which will allow more freedom to the participants in the teaching and learning process. This can be realised by using a daily newspaper, which is early available and also contains a wide variety of Genres and sub-genre that can enrich the linguistic repertoire of any language learner.

The language of Newspapers is a rich source of linguistic data, which can be explained for English second language (ESL) and English for specific purposes (ESP) courses. However there are some serious constraints, which must be looked into before making any curriculum decisions. One of the things that make newspapers attractive for language-teaching purposes is the wide variety of genres that one finds in them. These include headlines, news reports, sports reports, editorials, feature articles, comments, letters to the editor, classified advertisements, reviews, book reviews, weather and ordinary reports, and fashion columns. Newspapers also present the use of language which is fresh, topical and current. Everyday we get fresh linguistic data on different topics. Once the principles are understood and agreed upon, language developers and teachers can afford to be more innovative, and use fresh and varied linguistic data while still remaining within the bounds of a specific curriculum.

The wide variety of genres in newspapers can also be a disadvantage in that each genre serves a distinct communicative purpose, and thus represents a particular type of English. If these generic distinctions are not handled properly, the learner may get a misleading picture of the use of language for different communicative purposes. There seem to be three main areas of pedagogical application of English in Newspapers. In the case of English language awareness courses, where the primary concern is to make the learner familiar with a range of genres of English and not to prepare him to make use of this language for the purpose of his academic courses, such an awareness of language use will certainly extend beyond the University curriculum. This situation is not radically different from English for general purposes (EGP). The second major area of application is English for academic purposes (EAP) where the learner needs to be proficient in the productive use, or both, and in this case the learning language is more specifically controlled by an existing curriculum. The third might be an ESP (English for specific purposes, Academic or occupational) situation, where the aim definitely is to prepare learners for specific tasks associated with the teaching / learning of journalism.

2.6.5 Grammar: making meaning in writing

Martin and Rothery as discussed in Cope and Kalantzis (1993:137) explore the nature of grammar. They contrast three different types of Grammar: Traditional grammar, Chomsky's formal grammar, and Halliday's functional grammar. They argue that the latter, a grammar which explains system and structure in language by connecting text with its social purpose that has the greatest potential as a resource for literacy teaching and learning. To illustrate the way grammar is a source for meaning, Martin and Rothery explain the relation of **field** (what is going on in a text), **tenor** (who is taking part) and **mode** (the role language is playing). These three concepts, which constitute **register**, help us account for the grammatical choices made in a particular text.

Martin and Rothery in Cope and Kalantzis (1993) argue that functional linguistics is an adaptable and flexible resource, focused on meaning rather than syntax, and oriented to the text and its social purpose rather than to the sentence. They further explain that to answer the question of whether or not grammar should be taught in school, we have to consider what kind of grammar we are talking about first, and second, what we want to use our grammar for. In this section, a brief survey is made of different kind of grammars currently available. The basic point is that if a grammar is to prove useful in schools, then

it must be a grammar that explains how language makes meaning, since making meaning is what teaching and learning is all about.

According to Martin and Rothery as discussed in Cope and Kalantzis (1993) teachers who become interested in teaching grammar will find that there are a number of different kinds of grammar available. For educational purposes, these can be divided into three groups: Traditional grammar is inherited from the Greeks and Romans. It was passed down through the centuries by way of helping schools learn Greek and Latin and so gain access to the knowledge that was stored in ancient texts and in contemporary text in Latin, which remained the language of international scholarship in Europe until the Renaissance.

During the Renaissance traditional grammar was applied to vernacular languages such as English as well and began to be used in schools, where it continued to be taught until 'progressive' education had a major impact on schools in the 1970's. Throughout this period traditional grammarians were concerned with establishing a 'standard' written language shared across speakers of different 'spoken' dialects. By the twentieth century traditional grammar teaching mainly involved learning the parts of speech, passing words, analysing a small set of sentences and correcting sentences by applying rules of usage.

Noam Chomsky in Cope and Kalantzis (1993) postulated formal grammar. In the 1950's Chomsky created a revolution in formal linguistics by showing how the grammar list of rules like those used in mathematics or logicians. Chomsky in Cope and Kalantzis (1993) argued that those rules could be used to explore the limits of language, and that these limitations were neurological in origin. Unlike animals, Chomsky in Cope and Kalantzis (1993) suggested that humans were born with an innate language faculty, and it was the job of formal linguistics to find out just what this faculty was. This enterprise has excited the interest of linguists around the world and has preoccupied linguists for more than a generation.

Functional Grammar are more sociological in orientation and more concerned with relating language to society and with understanding how the way in which language is used have shaped its structure. This has led functional linguists to develop semantically oriented grammars which show how people use language to make meaning.

2.6.6 Summary

In this section teaching genre as a process was discussed and it was pointed out that to understand rhetorical invention we must consider it as a social process, according to LeFevre discussed in Cope and Kalantzis (1993). This view is supported by Pare as discussed in Cope and Kalantzis (1993) who asserted that students need to discover that the communities within which they read and write influence, even determine, the meanings they make, students need to see how groups both authorise and restrict discourse, how they permit some conversations while prohibiting or discouraging others. This section further highlighted the fact that genres embody our social memory of standard strategies for responding to types of situations we encounter repeatedly. When we see past the uniqueness of a particular situation and recognise it as familiar, we activate (at least provisionally) a structure we have previously decided is generally appropriate to that type of situation. Thus it was argued that genres should be understood both as structures and as social processes. How and radically different types of situations call for new strategies, which may need to be embodied in new structures.

It was pointed out with reference to Pare's views in Cope and Kalantzis (1993) that the proper first step for preparing to teach a particular genre is often to locate it in rhetorical situation and context of situation. Teachers should explicitly understand the genres they teach. The following questions should be asked:

- (I) What purposes does the genre serve?
- (II) How does its particular generic structures serve these purposes?
- (III) How is it adapted to its particular readers?
- (IV) How is it appropriate to its context of situation?

Cope and Kalantzis (1993) argued that one way to focus students' rhetorical attention is to insist that each piece of writing have a specifically defined rhetorical situation, which may be stipulated, in assignment or by the student. Thus genre becomes an aspect of communicative context and reader expectation. Genres are situated in contexts and need to be explained as somehow fitting those contexts, for genre evolved as people adapted to communicative situations and their contexts.

Callaghan, Knapp and Noble as discussed in Cope and Kalantzis (1993) argued that genres are best viewed as social process. They argue that genres are the ways people get particular things done, through language, the way people exchange information and knowledge and interact socially. This section advanced the view that from a teaching-learning perspective, therefore, it is productive to work with genre as a process that leads to a product or text type. Genres reflect the relative stability of the ways that we socially interact. As a result of this, the text types that are necessary for students to learn can be identified as report, exposition, explanation, debate and so on. It was pointed out that this approach enables the teaching learning of language to be a dynamic social process that encourages the development of creative and independent writers.

This section also highlighted a new model for teaching-learning experiences which has five stages. The first stage, introduces genres that concretely represent what students have experienced or observed, i.e. genres that define and describe their world. Stage two, generalizes the concrete as the model moves from empirical observation to generalised knowledge to experience. Stage three involves the introduction of reading models. Stage four introduces experiential based research and lastly, stage five, introduces a writing/editing dimension. This section also discussed the use of newspapers which makes a genre based curriculum flexible to facilitate language learning within, across and beyond the confines of a curriculum, which allow more freedom to the participants in the teaching and learning process. This section further examined the different types of grammar as proposed by Martin and Rothery in Cope and Kalantzis (1993). Traditional grammar, Chomsky's formal grammar and Halliday's functional grammar. Martin and Rothery argue that Halliday's functional grammar explains systems and structure in language by connection text with its social purpose that has the greatest potential as a resource for literacy teaching and learning. To illustrate the way grammar is a source for meaning, Martin and Rothery invoke the relations of **field** (what is going on in a text), **tenor** (who is taking part) and **mode** (the role language is playing). They argue that these three concepts, which constitute **register**, account for the grammatical choices made in a particular text.

CHAPTER 3

GENRE-ANALYTIC PROPERTIES OF WRITTEN TEXTS

3.1 TEXT-LINGUISTIC RESEARCH

3.1.1 Introduction

In this chapter, the genre-analytic properties of written text shall be explored in four sub-sections: (i) text-linguistic research: this section explores a theory of writing criteria supported by text-linguistics, cognitive psychology, rhetoric and composition research. In this section, the essential elements of texts will be examined. (ii) The discussion of Grabe and Kaplan's model of text construction, shall focus on a descriptive model of text construction which is appropriate for a wide range of research on writing, and writing development is proposed. This model, in turn, represents one component of a larger theory of writing that incorporates knowledge of text construction. (iii) The section on writing process research and recent extensions explores research into the cognitive processes involved in writing with reference to the models of Flower and Hayes, Bereiter and Scardamalia, and the Hallidayan approach to language. (iv) The section 'Towards a theory of writing' considers the question 'what is writing?' This question will be explored, first, through the ethnography of writing, then the various issues raised by the ethnography will be revisited with reference to a taxonomy of writing skills and contexts, and finally, the Grabe and Kaplan (1996) descriptive model of communicative language processing will be examined as a means for integrating the cognitive, social and textual domains of a theory of writing.

3.1.2 Writing research needs

According to Grabe and Kaplan (1996) a fair amount of research exists on the writing process, as well as on successful writing instruction. However, writing has yet to enjoy the same input from cognitive psychologists generally, who, perhaps justifiably, feel that research on production models first requires a strong comprehension model. Grabe and Kaplan (1996) argue that more complex models of writing are needed, ones that not only appeal to both process and product oriented perspectives on writing, but also account for audience and social context concerns. They state that it should be clear from analogous interactive reading models that a study of the text product alone will not lead to the kinds of

models of fluent writing necessary to support improvements in writing instruction. At the same time theories of the writing process do not, of themselves, form a comprehensive interpretation of the written text. As a way to break free from past attempts to formulate theories of writing, Grabe and Kaplan (1996) argue that it is necessary to return to basic questions. A first stage in moving towards a theory of writing abilities, then, lies in addressing new questions such as the following:

- (i) What is the text?
- (ii) How many texts are examined as products?
- (iii) How many texts be analysed as process?
- (iv) How many products and processes are viewed as reflecting an interactive model of writing?
- (v) How do process and product issues embed themselves within a coherent interpretation of wider social contexts of writing?
- (vi) What types of texts do we want learners to produce?
- (vii) What do these issues suggest for writing instruction in the classroom?

What is being proposed here is a set of essential criteria for establishing a theory of writing supported by textlinguistics, cognitive psychology, rhetoric, and composition research.

3.1.3 The nature of written text

Eagleton as discussed in Grabe and Kaplan (1996) asserts that the analysis of written text is in much respect a relatively new research area. Text analysis has grown rapidly over the past twenty years in quantity and variety with contributions from sociolinguistics, psycholinguistics, applied linguistics, and cognitive psychology and artificial intelligence research. It is also important to recognize a number of ongoing traditions for their contributions to text analysis. One of the earliest traditions is hermeneutics, Britton and Black as discussed in Grabe and Kaplan (1996) state that hermeneutics originally was intended to serve Biblical interpretation, the discipline has grown in the past century to involve the interpretation of all literary forms, though its focus is on historically validated text. While of central importance to literary criticism, this tradition also has implications for text analysis. Berlin as discussed in Grabe and Kaplan (1996) set a second tradition, the rhetorical, easily pre-date modern text research, goes back to Aristotle and other classical Greek Scholars. It has a greater impact on recent discourse analysis and text analysis.

Camprone as discussed in Grabe and Kaplan (1996) refers to a third tradition, also pre-dating modern linguistics, is that of modern literary criticism and stylistics. While this kind of research seldom generates specific methodologies for modern discourse analysis, it raises fundamental questions about the nature of texts-questions, which must regularly be reconsidered. Grabe and Kaplan (1996) state that these three traditions, combined with recent developments in linguistics, form the historical base for the rise of text analysis as a field of study. The range of research influencing text analysis requires the view that text is a multidimensional construct, that is, no unidimensional analysis of text can offer an adequate interpretation of the nature of text. Hudson in Grabe and Kaplan (1996) notes that the most obvious fact about discourse structure is that many different kinds of structure run through discourse, and any attempt to reduce them to a single type is bound to fail.

Biber as discussed in Grabe and Kaplan (1996) asserts that linguistic variation in any language is too complex to be analysed in terms of any single dimension is adequate in itself. In addition to the distinctions, such as restricted versus elaborated and formal versus informal, linguistic features vary across age, sex, social class, occupation, social role, politeness, purpose, topic etc. From a theoretical point of view, Biber in Grabe and Kaplan (1996) argues thus have every expectation that the description of linguistic variation in a given language will be multidimensional. Biber in Grabe and Kaplan (1996) points out that only recently have researchers been willing to entertain the notion of multidimensional constructs and what such constructs might mean. Once it is recognized that text is a multidimensional construct, it becomes clear that no simple definition can possibly suffice, however, it is possible to provide a working definition that will serve as a reasonable heuristic for determining what is not a text.

A text is a structural equivalent of language in real use which conveys meaning in all four senses of Hymes's as discussed in Grabe and Kaplan's (1996) communicative competence (whether a text is: possible, feasible, appropriate, and performed), and which suggests a topic of discourse (however minimal).

Halliday as discussed in Grabe and Kaplan (1996) argues that a text should not be solely defined as having formal opening or closure, as text is seamless, with predicate structure. The beginning and end of texts are more likely to be determined socially and semantically from the context, rather than from a set of formal structural patterns of organization.

Taking the above constraints into considerations, text may according to Halliday be defined as follows: 'A text occurs when the discourse segment is identified as possible, feasible, appropriate, and performed, and has a topic'.

3.1.4 The text as communication

Widdowson as discussed in Grabe and Kaplan (1996) states that language is primarily for communication, as communication is broadly interpreted. Writing may be said to represent an attempt to communicate with the reader. The writer has certain intentions and purpose, as well as certain information to convey. Writing will, according to Widdowson therefore, be structured to communicate information within certain accepted linguistic, psychological, and sociological principles:

- (i) Gricean Maxims-the need to be informative-factually correct, relevant, and clear, and the systematically interpretable violations of these maxims .
- (ii) Conventions for conveying status, situations, intent and attitude.
- (iii) Mechanisms for indicating newness of information, rate of information flow, and probability of information.
- (iv) Predictability of cognitive structures which anticipate larger patterns of organizations: schemata, scripts, frames, goals, etc.

Any theory of how a text is constructed will have to consider how these principles influence the organization and structure of writing. Widdowson argues that text analysis will have to be relational and depend on the context within which the text was written. Texts convey information to the reader on many different levels. Any theory of writing will, therefore, have to provide explanations about such multilevel communication, that is, understanding and producing text will not only require knowledge of the surface structuring of texts but also of the underlying textual structuring.

3.1.5 Research on the surface / sentence level

Hunt *et al* as discussed in Grabe and Kaplan (1996) developed the concept of the T- unit as a central structure of student writing as regards syntactic analysis. Discourse, for them, was viewed as a series of structural T-Units (defined as a main clause and all dependent modifying classes). The large majority of this work was aimed at efforts to explore the

output of student compositions. From the basic T -Unit, Hunt created a number of measures claimed to demonstrate writing development. Most popular among these have been:

- Number of words per T-Unit
- Number of T-Units per sentence
- Number of clauses per T-Unit
- Number of words per clause

Hunt's findings have since been replicated sufficiently to warrant some reliability for his measures. The best results using this methodology have been with measuring writing differences across clearly distinct age / grade cohorts. Its effectiveness is according to Grabe and Kaplan (1996) more debatable when the compared groups are less obviously distinct. Overall, his methodology has been the source for innumerable studies and dissertations as well as the instructional methodology known as sentence combining.

In addition to T-Unit research and the development of sentence combining, other syntactically based findings from composition researchers and developmental psychologists provide results similar to T-Unit analysis. In particular the following gross developmental changes can be seen in ' more successful ' written text, according to Hillocks as discussed in Grabe and Kaplan (1996).

- Increased use of adjectives.
- Increased nominal complexity.
- Increased use of free modifiers.
- Increased use of sentence adverbials.
- Increased use of relative clauses.
- Increased use of finite adverbial clauses.
- Increased use of stylistic word-order variation.
- Increased use of passives.
- Increased use of complex NP subjects.
- Increased range of tense and modal usage, and
- decreased use of unmodified NP's.

Most serious as a criticism of surface-feature research is according to Grabe and Kaplan (1996) the inability to demonstrate a clear relation between syntactic complexity measures and judgments of improved writing quality. While T-Units and other similar measures distinguish broadly defined grade differences, there has been no clear connection between these measures of syntactic complexity or fluency, and writing quality as judged by measures of coherence and / or by reader evaluation. Hillocks as discussed in Grabe and Kaplan (1996) asserts that, one of the most serious problems of the T-unit approach is the ambiguous relationship between control of sentence level complexity and overall writing quality. Grabe and Kaplan (1996) state that while some significant gains have been made in understanding a writer's growing syntactic development, the relation to overall writing development is not well established.

Grabe and Kaplan (1996) state that the general dilemma facing most projects on corpus research is the lack of a theoretical foundation for the interpretation of the results prior to the analysis. Thus, most corpus research has been of a post-hoc nature, looking at the frequency counts. It is widely recognized that texts are multidimensional constructs, however, this claim seldom appears to be accounted for in corpora research in ways that will allow for the discovery of these dimensions.

The best effort to overcome limitations in corpora research lies in the work of Biber as discussed in Grabe and Kaplan (1996). Biber's research examines textual variations among spoken and written texts. He argued for the existence of at least six identifiable textual dimensions of variation. His research was similar to those in a number of other corpora analyses using multivariate statistics, and some might argue that his approach is little different from other similar efforts. His findings are according to Grabe and Kaplan (1996) the result of interpreting a factor analysis of many lexico-syntactic features, and he had no prior indication of the number of textual factors he would create. The major differences lie in the fact that:

- he used many more texts than most corpora studies have previously examined.
- he measured more lexico-syntactic features, each of which was included because it had been discussed in the linguistic literature as having certain functional characteristics in discourse, and

- because he was able to define functional interpretations for each feature, he was able to establish plausible overall interpretations for clusters of features as they co-occurred in the factor analysis.

A major finding of Biber's research is according to Grabe and Kaplan (1996) that text genres may be identified by the co-occurrence patterns of groups of surface linguistic features. Surface structure reflects discourse variation and, by inference, discourse structure. They state, however, that the way in which surface structure reflects discourse function does not rely on the real or notional relationship between individual features and specific textual genres. Grabe and Kaplan gives an illustration, Biber's fourth dimension, 'Overt Expression of persuasion, comprises necessity modals (e.g. must, should), prediction modals (e.g. will, shall), assuasive verbs (e.g. agree, ask, arrange, beg, pledge, propose, request, suggest, urge), infinitives (e.g. to go, to change the rule), and markers of conditional subordination (e.g. if ..., unless ...). These features according to Grabe and Kaplan (1996) may do little individually to define a textual pattern. Taken as an aggregate, however, they appear to coalesce into a textual dimension which is only definable in the aggregate. These textual dimensions can then be used as barometers to see which textual genres, defined functionally, appear high or low in these dimensions.

Functional sentence perspective: information structure

Grabe and Kaplan consider a third area where the study of syntactic level phenomena leads to insights about the structuring of texts and writing development has emerged from the early work of the Prague School of linguistics Firbas and Kopple as discussed in Grabe and Kaplan (1996). They describe their orientation as follows:

Functional sentence perspective takes a functional approach to language. It investigates what language does, how people use it in various ways to achieve various purposes. Thus, the focus is primarily on connected texts, not on isolated or randomly connected sentences, since people rarely use the latter for communicative purposes. In much of their work Firbas and Kopple in Grabe and Kaplan (1996) proceed by examining the relationships between the structure and the meaning of a text, the extralinguistic situation the text exists in and for, the communicative function the text apparently has, and the writer's or speaker's apparent assumptions about the state of his or her addressee's motivation, knowledge, and consciousness.

Terminological distinction

Grabe and Kaplan (1996) point out that there are a number of overlapping notions in the research on information structuring. These are commonly referred to as: Given-new relations, topic-comment relations, and theme-rheme relations. While each describes the functional arrangement of information in texts, they are at times defined differently, depending upon the researcher. These distinctions are defined briefly below.

- (a) **Given-new relations:** Given information is information that has already been mentioned.
- (b) **Theme-rheme relations:** The theme is assumed as the first-mentioned phrase in the main clause unit, usually this coincides with the agent / subject / topic of a sentence.
- (c) **Topic-comment relations:** The topic is seen as defining what the sentence is about and requires somewhat more interpretation and intuition.
- (d) **Focus-presupposition:** The focus refers to the information that is highlighted or focused (and usually contrasted in some unexpected way), and presupposition to the information which is backgrounded (and is often treated as presupposed, or assumed, knowledge).

Grabe and Kaplan (1996) point out that focus is often treated as synonymous with **new** information and **presupposed** as synonymous with **given** information. However, it is possible to have information in focus which is given, or is the topic of a sentence, it is also possible to have presupposed information actually introduced in the text for the first time.

Topical sentence structure

Grabe and Kaplan (1996) refer to Lautamatti (1987) who uses topic-comment analysis to examine topical sentence structure written text and discourse simplification. Her theory of topical development in discourse examines the relations between the topic of discourse and the topical subject of sentence, the syntactic subject, and the initial sentence element. Noting that the latter three notions do not always overlap, Grabe and Kaplan (1996) state

that she explores the various possible patterns in the written texts. Her goal is to isolate the topical subject of a sentence and then to examine the patterns of progression which the topical subjects form in a text.

Topic continuity

Topic continuity focuses on the function of topic development in discourse. In his research, discussed in Grabe and Kaplan (1996) Lautamatti treat topics as noun phrases (NPs) which receive continuous mention in the ongoing discourse. He does not distinguish **topic-comment** from **given-new information**, conflating the two concepts. Beginning from the functional perspective that topic structuring is essential to the continuity of discourse, a NP which becomes a topic is restated in the ongoing discourse in different ways depending on:

- how far back in the text the last previous mention occurs,
- the number of potential competing NP referents in the immediate discourse, and
- the strength of its persistence in the oncoming discourse.

According to Grabe and Kaplan (1996) the quantifiable measures provide a means to account for the different ways topics are encoded in the structure of the grammar and suggest the writer's decisions in regulating / signalling the flow of information. In a sense, this approach amounts to a type of cohesion analysis. The difference is that the measures relate to the degree of difficulty of maintaining or recovering the topic of discourse with increasingly more marked grammatical forms.

Topical structure analysis

The research on sentence-based functional discourse analysis centres again around a conflation of topic and given information. Witte *et al* as discussed in Grabe and Kaplan (1996) developed a topical structure analysis to study differences in high and low quality writing and differences in revision strategies looking for topical and sequential changing patterns in student essays. Witte found that low-rated essays did not provide enough appropriate given information and forced the reader to make too many inferences. The text was not reader friendly. He also found, according to Grabe and Kaplan (1996) that low-rated essays used fewer sequential changing patterns, making it harder for the reader

to perceive main topics in the essay. Overall, differing patterns of topical structure analysis appeared to provide good predictors of student writing quality. Grabe and Kaplan (1996) refer to a series of related studies of Connor who has applied topical structure analysis to writing instruction to see if students could be brought to recognize the information structuring patterns in their writing. She reports positive results from teaching students to determine the main topics and subtopics, as well as the progression of supporting information.

Given and new information

The fifth research approach in information structuring is the specific examination of given and new information in texts. This approach differentiates given information from topic on the basis that given information must appear in the prior discourse (whereas topic of discourse does not have to appear in prior discourse), and given information does not have to be limited only to the discourse topic. Research by Kopple as reported in Grabe and Kaplan (1996) using a variety of patterns of information structure has shown that the organisation of given information before new information makes texts more readable and memorable. Grabe and Kaplan (1996) states that Kopple's research on information structures and their cognitive correlates suggests that further complex patterns of informational progression probably exist, that students can be taught to identify these patterns of organization in their texts, and that researchers may be able to examine differences among the text genres, authors, or writing purposes on the basis of information structuring.

Prince as discussed in Grabe and Kaplan (1996) suggests that given and new relations may not be two-part division. Instead, she proposes that seven categories of new and given information for a more refined analysis of information structuring in texts. Under 'new' information, Prince distinguishes, information which is **unused** (readily recognized by the reader when introduced), and **brand new** the brand-new entities may be either anchored or unanchored depending on whether they contribute to the ongoing discourse are never repeated.

Cohesion in texts

Grabe and Kaplan (1996) state that cohesion is the means available in the surface forms of the text to signal relationships that exist between sentences or clausal unit in the text. Cohesion research, Halliday and Hudson as reported in Grabe and Kaplan (1996) focuses on a comprehensive examination of systematic devices used to connect the surface form of texts. It is the surface manifestation of the underlying relations that bind a text. While cohesion does not provide a full account of the textual interpretation of a text, it is according to Grabe and Kaplan (1996) an important indicator.

There are various means by which cohesion operates, principally including reference, substitution, ellipsis, conjunction, and the lexical relationships of repetition, inclusion, synonymy / antonymic, and collocation, according to Grabe and Kaplan (1996). They state that the concept of cohesion has created a certain amount of controversy, particularly over whether it provides appropriate measures of textual or comprehension development, and whether it represents a complete description of textual relations. Halliday and Hassan as reported in Grabe and Kaplan (1996) have recently revised the description of lexical cohesion by limiting its function in research to specific categories which are more easily replicable.

Recognizing that collocation (though critical to the texture of a text) could not readily be verified reliably among researchers, Grabe and Kaplan (1996) refer to Hassan who employs the lexical categories of synonymy, antonymy, hyponymy (superordinate-subordinate class), metonymy (porthole), and repetition as types of coextension (lexical cohesion) in texts, Hoey in Grabe and Kaplan (1996). Witte and Faigley as reported in Grabe and Kaplan (1996) assert that cohesion is a reasonable predictor of writing quality across grade levels. They also contend that cohesion is a useful indicator of differences in student's invention skills.

3.1.6 Summary

Grabe and Kaplan (1996) consider issues as regards models of research. They suggest that a study of the text product alone will not lead to the kinds of models of fluent writing necessary to support improvement in writing instructions. They propose a set of essential criteria for establishing a theory of writing that will be supported by text-linguistics,

cognitive psychology, rhetoric and composition research. This theory will answer questions such as: What is text? How many text be examined as products?; How many text analysed as process?; How many products and processes be viewed as reflecting an interactive model of writing?; What type of texts do we want learners to produce? Grabe and Kaplan (1996) also consider the contribution made by scholars such as Eagleton, Briton and Black, Bablin, Comprone, Hudson, Biber in the analysis of text for different purposes.

The section examined Grabe and Kaplan's view that the principal of text is to communicate. This is argued by Widdowson as discussed in Grabe and Kaplan (1996) who states that language is primarily for communication. As communication broadly interpreted, writing may said to represent an attempt to communicate with the reader. The writer has certain intentions and purpose, as well as certain information to convey and it will, therefore, be structured to communicate certain accepted linguistic, psychological and sociological principles, such as Gricean maxims, conventions for conveying status, mechanisms for indicating newness of information, predictability of cognitive structures.

The section further explored Grabe and Kaplan's views on the relationship that exist within the sentence themselves, i.e. the syntactic analysis. This was demonstrated by the invention of the T-unit by Hunt *et al* as discussed in Grabe and Kaplan (1996). The T-unit was developed to form a central structure of student writing. Discourse was viewed as a series of structural T-units (defined as a main clause and all dependent modifying classes). The large majority of this work was aimed at efforts to explore the output of student compositions.

This section also discussed issues concerning functional sentence perspective. Information structure, which focuses on the study of syntactic level phenomena, leads to insights about the structuring of texts and writing development. Functional sentence perspective takes a function approach to language. According to Grabe and Kaplan (1996) it investigates what language does, how people use it in various ways to achieve various purposes. Thus, its focus is primarily on connected texts, not on isolated or randomly connected sentences, since people rarely use the latter for communicative purposes. It examines the relationships between the structure and the meaning of a text, the extra-linguistic situation the text exists in and for, the communicative function the text apparently has, and the writers or speakers apparent assumptions about the state of

motivation, knowledge and consciousness. This section, further explored the issues of functional sentence perspective and it was worth noticing that it employs a range of tools to analyze sentences, i.e. given-new relations, theme-rheme relations, topic-comment relations, focus-presupposition, topical sentence structure, topic continuity, topic-structure analysis, given and new information, cohesion in texts, etc. Each tool focuses on its particular aspect to bring about the meaning and purpose of texts.

3.2. THE GRABE AND KAPLAN'S MODEL OF CONSTRUCTION

3.2.1 Introduction

In this sub-section Grabe and Kaplan's descriptive model of text construction which is appropriate for a wide range of research on writing and writing development is considered. This model, in turn, represents one component of larger theory of writing that incorporates knowledge of text construction. In order to develop the model, Grabe and Kaplan (1996) assert it is first necessary to review the important hypotheses and findings which such a model should address. The most important hypotheses that appear to be supported by research are stated as follows by Grabe and Kaplan:

- (i) Written language is distinct from oral language along a number of textual dimensions, and the construction of written language must be studied according to its own structural and rhetorical emphasis.
- (ii) Texts have hierarchical structure, most likely constituted as a set of logical relations among assertions, or as elements in a discourse matrix, or as cohesive harmony.
- (iii) Different types of texts will have varying large structuring because of requirements of purpose, audience, status, author and information load.
- (iv) Texts have a top-level structure which appears to vary with different types, purpose and audience.
- (v) A discernable top-level of text structure is related to better comprehension, recall, and coherence assessment.
- (vi) Systems for analysing text structure can be used for research even if each system in current use has particular strengths and weaknesses.
- (vii) A theory of text type variation is possible and is needed for comprehension, production, and assessment research.
- (viii) A theory of coherence is important to any model of text construction.

- (ix) Any theory of coherence must reincorporate an analysis of information structure-given-new, topic-comment, etc.
- (x) The surface form of texts plays a more important role in text construction than precisely predicted.
- (xi) Learning to write requires the manipulation of many complex structural and rhetorical dimensions, with greater complexity occurring in expository / argumentative writing.

Grabe and Kaplan (1996) refer to the view of Beck *et al* who state that while the concept of coherence, which is central to many of the points noted above, may be controversial for some researchers who assume all of coherence to be construction of the reader, there is evidence that the structure of the text itself contributes to, or interferes with, the coherence that is perceived by the reader.

Grabe and Kaplan (1996) describe the components of a text construction model to be presented in four parts:

- (i) The elements of text structure.
- (ii) A theory of coherence
- (iii) The functional-use dimensions of text.
- (iv) The non-linguistic resources interacting with the elements and functional use dimensions.

3.2.2 Elements of text structure

Grabe and Kaplan (1996) propose that in the text structure, four potentially independent components exist on two levels: two on sentential level and two on a textual (or intersentential) level. There is also a major division at both levels between surface and underlying structure. Grabe and Kaplan (1996) state that this division may be seen generally as constituting a form-meaning distinction. A fifth component, the lexicon, is a diffuse component underlying the other four. Together, these five components comprise the elements of text structure, the fundamental building blocks from which all texts are constructed.

sentential	Surface Syntax	L e x i c o n	Deep semantics
	Cohesion		coherence
textual			

Elements of text structure

The sentential level

Biber as discussed in Grabe and Kaplan (1996) asserts that at the sentential level, syntax and semantics are conceived, as they are normally understood in linguistic theory. They operate within the structural level of the written clause, representing systems of surface structure and underlying (Deep) interpretation. The syntactic component involves types of phrasings, types of clause constructions and clausal combinations, and the ordering of the phrases and words within the sentence.

Frawley and Jackendoff as discussed in Grabe and Kaplan (1996) state that the semantic component is relatively open to workable alternative frameworks. The primary function of this component is to assign meanings to words and phrases, and to interpret how the meanings of phrases combine to form meaning interpretations of entire clauses or clausal combinations. The semantic components interpret the meaning of certain lexical classes of words within the clause. Included in such classes are pronouns, reflexives, modal verbs, as well as verb groups which are accompanied by particular semantic or syntactic constraints (i.e. factive verbs, perceptual verbs, aspectual verbs, assuasive verbs, public verbs). The semantic component will also account for facts of scope interpretation and other semantic issues which can operate within the level of the sentence.

The lexicon

Grabe and Kaplan (1996) argue that the lexicon pervades all four of the other components, in both surface form and underlying organization. It both affects, and is affected by, each of the other four components. The lexical entries used in text construction provide the

basic meaning and irrelevance signalling from which syntactic structures, semantic series, and pragmatic interpretations are produced. Grabe and Kaplan (1996) maintain that the lexicon assists the syntactic component by providing sets of syntactically useful forms such as prepositions, articles, existential 'there' etc. Further, the lexical entries of specific words include syntactic information for the generation of the syntactic structure of the sentence. According to Grabe and Kaplan (1996) the lexicon also provides the semantic forms which represent the ideational content of a text. The lexical forms themselves are most likely organized according to semantic criteria (as well as syntactic criteria) such as objects related by schema structures or scripts, or more abstractly as, for example, mental verbs, verbs of perception, psychological verbs, public verbs, verbs of motion, etc. or verbs of manner, location, time, evaluation, etc. Grabe and Kaplan (1996) assert that at the level of text structure above the clause, lexical forms signal textual information in terms of cohesion. The lexicon provides the units for this purpose, including, for example, pronouns, demonstratives, ellipsis markers and substitution markers. These and other forms may signal aspects of cohesion. Coherence structures may be lexically motivated in that necessary inferences, rhetorical predicates, and logical relations among assertions can be readily interpreted from specific lexical forms.

The textual level

Grabe and Kaplan (1996) maintain that the two components of the sentential level are rather straightforward, as is the lexicon, in so far as most researchers will accept them as essential to language research. The components on the textual level, are however somewhat more controversial. They state that cohesion and coherence parallel syntax and semantics on a 'greater than the clause' level as surface and underlying textual structure. Grabe and Kaplan (1996) argue that the 'structure' at this level must be different since it is not possible to predict accurately that any sentence will determine the form or the interpretation of later sentences, though it is likely to influence later sentences (unlike words in a sentence which may directly predict the words or structures to follow). According to Grabe and Kaplan (1996) the structure at this second, larger level is paradigmatic. This means that it is possible to choose certain sentence forms in lieu of other sentence forms. The range of options available for a given clause position represents the limits of its paradigmatic structure.

3.2.3 A theory of coherence

Bamberg as discussed in Grabe and Kaplan (1996) propose that the concept of coherence in writing has been traditionally accepted as a component of writing research and writing instruction. Graham as reported in Grabe and Kaplan (1996) suggests that at least some part of coherence is constructed by reader's interpretive systems regardless of the text structure itself. He further asserts that readers make a number of bridging inferences which appear to be controlled largely by the reader's efforts to assemble a text-model representation of a text into long-term memory. An understanding of the extent to which these bridging -referencing processes (as opposed to elaborative inferencing) reflect processing of a specifically linguistic nature as opposed to general cognitive processing, might determine whether these processes are according to Bamberg part of the linguistic system or have their origin elsewhere in the cognitive processing model. If they are largely linguistic in nature, then the argument can be made that textual form is the trigger for these inferencing mechanisms.

Brown and Yule as discussed in Grabe and Kaplan (1996) suggest that coherence is the result of conventionalised knowledge and sequences which a learner (reader) will be able to call upon to impose a coherent frame onto a message. These source are according to Brown and Yule typically referred to as scripts, frames, and / or schemes for organizing knowledge of the world. They further argue that coherence is essentially the creation of the reader rather than a product of the text. Drawing upon a general principle of analogy, the reader looks for similarities between the message and the knowledge he or she already has, and, as a consequence, the reader is compelled to make connections.

Sperber and Wilson as discussed in Grabe and Kaplan (1996) proposed a theory of Relevance. They assert that the theory of relevance determines how coherent a message is to be taken. The basis of this theory assumes a general cognitive processing principle that human beings are designed to seek relevance in texts by companying the text to other information resulting in the creation of new information, the contradiction of old information, and / or the confirmation of one's commitment concerning something.

Halliday and Hassan as discussed in Grabe and Kaplan (1996) maintain that cohesive harmony agrees closely with research or information structuring and the influence of local clausal relations in building text coherence. They maintain that while it is fair to say that

cohesion represents the formal signalling features of texts beyond the limits of the sentence, and that coherence is probably more than this, it is also likely writers, in using this surface signalling, are guiding readers to archive the preferred coherent interpretation intended by the writer. In this respect, Halliday and Hassan in Grabe and Kaplan (1996) state that the many linguistic signals and marks of cohesion that appear in a text provide a framework within which to establish the coherent logic of the textual information. Beyond the surface form, text is organized by the writer's relation to it, to the readers assumed knowledge, and to the subject matter. Grabe and Kaplan (1996) state that coherence as a theoretical construct in text structure refers to the underlying relations that hold between assertions (or propositions) and how these assertions contribute to the overall discourse theme (or construction). It is the coherence in text structure which allows the reader to build, at least in part, a mental picture of comprehension.

Grabe and Kaplan (1996) point out that various approaches of coherence structures have been proposed by different scholars, but in the majority of models, coherence is defined implicitly or explicitly by Mann and Thompson *et al.* in Grabe and Kaplan (1996) as follows:

- (i) having a discourse theme (overall topic of discourse).
- (ii) Comprising a set of relevant assertions relating logically among themselves by means of subordination (cause, condition, comparison, specification), coordination (addition, restatement) and / or superordination, from the level of sentence to the top-level structuring of a text, and
- (iii) being organized by information structure imposed an assertions most effectively to guide the reader in understanding the theme or the intent of the author (topic-comment, theme-rheme, given-new, focus-presupposition).

Grabe and Kaplan (1996) argue that the crucial issue for this textual component seems to be how the relationships between logical assertions and information structure work within the framework of the topic of discourse. They maintain that of the subcomponents of coherence, discussions of the topic of discourse and of logical relations among assertions are relatively straightforward. Within the subcomponent of topic of discourse there must be some attempt to account for the relations and interactions among clausal units, larger organizing notions and macrostructure.

3.2.4 Functional-use dimensions texts

Halliday as discussed in Grabe and Kaplan (1996) asserts that there must be a component of text construction which identifies the dimensions along which text elements are functionally organized to create the text. This dimension may be construed as the interpersonal level of text construction. The functional / style level explores the correlates of the writer's attitudes to the reader, to the subject matter, to the situation, to world knowledge, perhaps reflexively, to himself. The components discussed here represent, according to Halliday, the language parameters a writer uses to manipulate the text for various purpose, such manipulations, in and of themselves, may not represent all of a writer's personality, nor is writer's personality all that such manipulations represent. Dillon as discussed in Grabe and Kaplan (1996) suggested that the interpersonal dimension of texts could be understood in terms of five dimensions of stance, representing the relation of writer to the text and to the reader: (i) Personal-impersonal; (ii) distance – solidarity; (iii) superior – equal; (iv) oblique – confronted; (v) formal-informal.

Barber as discussed in Grabe and Kaplan (1996) defines seven textual dimensions underlying spoken and written texts. He proposed that a theory of text types must account for the following dimensions: types that are empirically identifiable, rather than determined a priori. Following this line of research, the text construction model proposed here includes a component of stylistic use-the textual uses of linguistic structures to create communicative dimensions of text structure. The following nine such dimensions of text structure, each of which receives support from text analysis research are proposed by Grabe and Kaplan (1996):

- Rhetorical intention - reflects that dimension of text construction whereby texts are constrained by the top-level logical structuring of texts.
- Interactivity - is a textual dimension which combines various features to convey relative interaction / involvement between writer and reader through the text, Biber (1988).
- Referentially - describes the degree and type (logical, text-internal reference or reference to situation) of referring which takes place in texts and can be related to the 'endophoric versus exophoric reference' distinction of Halliday and Hasan (1976, 1989).

- Immediacy of context - reflects the relative use of different temporal signalling to define text from other text types, Biber and Grabe (1988, 1987).
- Suasion - refers to the use of features which signal a writer's attempts to persuade the reader, most typically indicated by modals and certain subclasses of verbs.
- Abstractness - reflects the relative degree of neutrality or objectivity appearing in a text, texts are marked for technical and formal styles versus other types of textual style.
- Elaboration - refers to the degrees and types of elaboration which occur in different types of texts, it can be equated with the notion of constraints on planned versus unplanned discourse.
- Evidentially - refers to the need for writers, in careful professional prose, to indicate their degree of commitment to the factuality of what is being stated.
- Text type (Genre) - refers to the variation to be found, more generally, among different text types and the ways that textual features combine to define these types.

Each of these dimensions (and there may be others as well) according to Grabe and Kaplan (1996) represents ways that texts are shaped and constrained according to the various purposes of the writer and the demands of the context. They argue that a model of text construction needs to account for these dimensions operating on the creation of texts.

3.2.5 Non-linguistic knowledge

Grabe and Kaplan (1996) state that the component of the text construction model provides the world / background knowledge for appropriate interpretation and production of text. Certain aspects of this knowledge will be encoded in the lexicon though there is also much more information of a non-linguistic nature that must be accessible as well. Grabe and Kaplan (1996) refer to a number of non-linguistic factors which must be included in a model of text construction:

- reference
- world background knowledge (and intertextuality)
- memory
- emotion
- perception

- intention
- logical arrangement (deduction, etc)
- situation

Grabe and Kaplan (1996) assert that all the members of this set have powerful influences on aspects of texts but are essentially independent of the linguistic domain of text model.

3.2.6 The overall text model

What Grabe and Kaplan (1996) posited above is a descriptive model of the written text which attempts (i) to include what must be considered in a theory of text construction, (ii) to explain the reason why the various components are important, and (iii) to suggest ways in which future research might explore component interaction in texts. Theories of text construction would seek to explain what is involved in the linguistic-production aspects of a cognitive model of the writing process.

The seven components of Grabe and Kaplan (1996) represented in the model (syntax, semantics, lexicon, cohesion, coherence, functional dimensions and non-linguistic resources) form the basis of the text construction model. Grabe and Kaplan (1996) argue that each component should represent a significant aspect of text structure or of text-structure constraints in its own right. It is important to recognize the basic nature of texts as interactive, rather than simply componential in nature, that is the whole is greater than the sum of its parts in isolation. The text is multifactored, multidimensional field, created out of identifiable components, but not fully reducible to them.

3.2.7 Summary

In this section, the components of a text construction model as proposed by Grabe and Kaplan (1996) were presented in four parts, namely: the elements of text structure, a theory of coherence, the functional use dimensions of texts and the non-linguistic resources interacting with the elements and functional use dimensions. This section explored four potentially independent components of text structure that exists on two levels: two on sentential level and two on textual (or intersentential) level. There is a further major division at both levels between surface and deep (underlying) structure. This division is construed as constituting a form meaning distinction. A fifth component, the

lexicon, is a diffuse component underlying the other four. Together, these five components comprise the elements of text structure, the fundamental building blocks from which all texts are constructed.

This section considered the issue of coherence structures as has been proposed by different scholars. It was noticed that in the majority of models, coherence is characterized implicitly or explicitly as (i) having a discourse theme (overall topic of discourse), (ii) comprising a set of relevant assertions relating logically among themselves by means of subordination and being organised by information structure imposed an assertion most effectively to guide the reader in understanding them or the intent of the author.

The section also discussed the views of different scholars who presented the functional-use dimensions texts, including Halliday, Dillon and Barber as discussed in Grabe and Kaplan (1996) but their different dimensions all represents ways that texts are shaped and constrained according to the various purposes of the writer and the demands of the context. A model of text construction needs to account for these dimensions operating on the creation of texts. This section has provided a review of the Grabe and Kaplan's descriptive model of the written text which attempts to include what must be considered in a theory of text construction, to explain the reason why the various components are important, and to suggest ways in which future research might explore component interaction in texts.

3.3 WRITING PROCESS RESEARCH AND RECENT EXTENSIONS

3.3.1 Introduction

This section will explore Grabe and Kaplan's views on research into the cognitive processes involved in writing in two ways. First, it addresses Grabe and Kaplan's views on the more current research on the Flower and Hayes model of the writing process, it then discusses alternative approaches suggested by Bereiter and Scardamalia, and by researches concerned with the nature and development of expertise. Second, the discussion on Grabe and Kaplan's views is extended to recent research and instructional practices which explore a Hallidayan approach to language, and particularly to the emphasis on genre form in writing research and instruction.

This extension reasserts the balance between linguistic form and cognitive processing in writing, it also moves away from cognitive research on the writing process and towards a consideration of the varying social contexts in which is practised.

3.3.2 Theories of the writing process

Grabe and Kaplan (1996) point out that a careful account of the more recent research on the writing process in the past decade is important because that research has greatly refined the understanding of writing, it has incorporated to its concerns a greater awareness of the complexity of writing, it makes strong connections with the developing theory of genre for writing, and it has placed a number of very strong claims about writing into a more balanced perspective. In particular, they argue that more recent research such as Flower and Hayes, and Bereiter and Scardamalia has provided important insights into the development of writing abilities. The theory that proposes also provides strong foundation for designing a more principled and effective writing curriculum in academic settings.

The writing process: The Flower and Hayes Model of writing

Flower and Hayes as discussed in Grabe and Kaplan (1996) developed the notion of the rhetorical problem in the task-based component of their model as a part of the process of discovery in writing. They presented a model of the rhetorical problem, the major elements involved, and showed how expert and novice writers differed in their application of this model. For Flower and Hayes, the rhetorical problem breaks into two major units: the rhetorical situation (audience, topic, assignment), and the writer's own goals (involving the reader, the writer's personal, the construction of meaning, the production of the formal text). The model is intended to show the range of potential writing problems which a writer could face during the composing process.

In another set of studies, Flower *et al.* as discussed in Grabe and Kaplan (1996) the relationship between the major components task environment and writing processes is examined. Flower analyses the academic task of reading-to-write. These studies explore how students read in order to perform a writing task, how different students represent the task (and its influence on reading) differently, and how task representation and reading influence the writing process. The combined study of teacher perspective, student

perspective, students in the process of writing, and the written text together created a complex set of factors which argue that students primarily need to develop strategic knowledge-having strategies to determine appropriate writing goals, having awareness of writing-task goals, and having strategies for carrying out the goals set. Grabe and Kaplan (1996) state that the overall theme in this research is to establish the interaction of context and cognition in the carrying out of a particular writing task. Writing is to be seen as both a cognitive activity and a contextually constrained activity. For Flower, the major transition which writers have difficulty in learning is not how to acquire new writing skills but how to apply already-practiced writing skills in new ways for new purposes.

According to Grabe and Kaplan (1996) the result of their research on this model argue that good writers consider many more aspects of the rhetorical problem, and much to a greater depth. Good writers also can respond to unique rhetorical problem with a fully developed representation of the problem. Good writers are able to reassess their goals (vis-à-vis audience, persona, meaning, text production) in the light of rhetorical problems which arise in the course of writing, that is, good writers are able to alter their goals appropriately. Flower and Hayes, according to Grabe and Kaplan, derive two major implications from their model: First, Good writers have richer sense of what they want to do when they write, and have a fully developed image of the rhetorical problem. Good writers are, in effect, creative in their problem-finding and in their problem-solving second, recognizing and exploring the rhetorical problem is a teachable process.

The Bereiter and Scardamalia model of the writing process

Grabe and Kaplan (1996) state that Bereiter and Scardamalia's theory proposes that 'the writing process' cannot assume a single processing model, but should consider different processing models at different developmental stages of writing. They argue that the writing process of a young student and that of a mature skilled writer cannot be the same: the skilled writer does not perform the same processing, but many times more efficiently. Instead, the skilled writer performs a different kind of writing process (when necessary) one which the unskilled writer is not yet capable of performing.

Grabe and Kaplan (1996) maintain that since Bereiter and Scardamalia focus more on describing why and how skilled and less-skilled writers compose differently, rather than on describing the common features of all writers, they consider a wider range of research.

The essential mechanism which they use to explore these theories is the notion that mature, skilled composing is based on a sophisticated interplay of problem recognition and solution, a process that must be different for skilled writers of complex prose than it is for children and less-skilled order writers. The basic difference according to Grabe and Kaplan (1996) is captured in their two models of the writing process: **the knowledge-telling** model and the **knowledge-transforming** model. They draw the basic rationale for such a two-model theory from research findings which point to very different types of composing behaviour among skilled and less-skilled writers.

According to Grabe and Kaplan (1996) the two writing processes, **knowledge-telling** and **knowledge transforming**, represent two different ways that writers compose, and many writers seem never to master the knowledge-transforming process. According to Grabe and Kaplan (1996) the knowledge-telling process provides adequate support for less-skilled writers to generate sufficient on-topic material while keeping cognitive complexity at a manageable level. The knowledge transforming process represents writing with reflection on the complexity of the task, and leads the writer to find an appropriate way to address the complexities. Grabe and Kaplan (1996) maintain that a good writer, in many cases, may depend solely on a knowledge-telling process because the information has been through a knowledge transforming process from an earlier similar writing task, or because the writer can satisfy the task requirements from a sophisticated use of the knowledge-telling process. Thus, it is possible that even genres which may be viewed as expository in nature can be generated by a skilled writer who relies primarily on a knowledge-telling process, generating sophisticated content with minimal problem solving required.

3.3.3 Accounting for skilled and less-skilled writing

Performance

Grabe and Kaplan (1996) state that the two-process theory provides an explicit account of how children can write well and not find writing to be overly difficult (knowledge-telling), yet skilled writers often find writing (knowledge-transforming) to be difficult and complex. Similarly, writing tasks will vary in difficulty depending on how complex the information management demand becomes, and this will vary from person to person depending on background knowledge of the topic and the extent to which the particular topic has been

practised previously by a writer. Grabe and Kaplan (1996) contend that the more information that has to be addressed in the problem spaces of the knowledge-transforming model, the more complex the composing demand and the more difficult the writing task for a particular writing tasks by equally skilled writers.

Grabe and Kaplan (1996) state that the knowledge-transforming model allows for the elaboration of explicit hypotheses relating audience and genre differences to writing task difficulties. It suggests that writers who have practised one genre or writing task will not necessarily transfer their skilled performance to other genres or tasks until they have had practice resolving the sorts of complex writing problems which are typically created by such new tasks and genres. Grabe and Kaplan (1996) suggests that the difficulties encountered by advanced-level instruction can also be explained. If students seldom practise the sorts of writing tasks which develop knowledge-transforming skills, they are not likely to be able to perform those skills easily.

Both the work of Bereiter and Scardamalia and that of Hayes *et al.* as discussed in Grabe and Kaplan (1996) demonstrate that, also in revision, skilled writers are capable of performing in ways that less-skilled writers do not seem to be able to master, even with training and assistance. The clearly different behaviour is according to Grabe and Kaplan (1996) a strong argument for a two-process rather than a single-process theory. All skilled writers have experienced the phenomenon in which they discover what they really want to say only after they put their initial thoughts on paper, or as they reflect on what they have just written. This discovery or transforming of what one has to say is the result of recognizing problems explicitly which then need to be resolved in the writing as it evolves. The act of writing becomes a heuristic process.

Grabe and Kaplan (1996) argue that the two-process model has certain advantages which cannot be ignored. First, they state that the non-occurrence of certain writing process abilities among less-skilled writers would not support a model in which a continuous development would be predicted. If less-skilled writers had the same general processing model but were able to employ a less-refined version of it, one would expect them to perform like skilled writers, but not as well. However, the less-skilled writers actually perform in ways which suggest that they are doing something different.

Second, Grabe and Kaplan (1996) maintain that the two-process model focuses on differences rather than similarities. Consequently, it provides a more direct account of the many results deriving from comparisons of skilled and less-skilled writers. Third, Grabe and Kaplan (1996) argue the two-process model provides an account of how more complex writing tasks create problems that are beyond the abilities of less-skilled writers but can be handled by skilled writers, it more directly addresses the problem-solving nature of more complex writing tasks.

3.3.4 Limitations of the Bereiter and Scardamalia theory

Grabe and Kaplan (1996) point out that the Bereiter and Scardamalia theory of writing processes has a number of difficulties which need to be addressed if it is to become the strong hypothesis generating theory that the creators assume it to be. This, they propose, becomes possible by elaborating on specific model components, the problem spaces, the organization of content knowledge, and the organization of rhetorical knowledge, and the ways the elaborated sources of information and problem representations are connected. Another problem concerns the ways in which a writer develops a knowledge-transforming model of the writing process. Grabe and Kaplan (1996) maintain that it is not clear, from the evidence Bereiter and Scardamalia presented to date, how or when a writer makes this cognitive transition. A related question is whether or not it is possible to speak of a stage in which a writer has a partially developed knowledge-transforming ability. If it is possible, how can it be recognized, and how generalized is its applicability.

Another related question according to Grabe and Kaplan (1996) is whether or not the more complex writing process is limited only to certain individuals and not equally accessible to all who would want to become expert writers. Bereiter and Scardamalia in Grabe and Kaplan (1996) have argued that a major impediment to learning this more complex strategy for composing is the non-challenging nature of writing demands in school curricula.

According to Bereiter and Scardamalia as discussed in Grabe and Kaplan (1996) asserts that the ways knowledge is promoted in schools include:

- Pre-writing activities when they are not needed for content generation.
- the extensive use of expressive 'turn-on' topics.

- acceptance of 'tell what you know' strategies-even when not called for by the task.
- a willingness by teachers to put up with recognized weaknesses in structure and content -even when students admit the existence of these weaknesses but make little effort towards improvement.
- the use of conversational plays to avoid rhetorical problems in the writing.

Grabe and Kaplan (1996) state that Bereiter and Scardamalia have argued that the development of school-based generalized learning skills, and (knowledge-transforming) writing in particular, is possible by promoting student's capacities for intending to learn. This perspective on school-based learning is that students create a 'contextual module' in the course of their dealing with the school activities and requirements. A contextual module constitutes an acquired complex of knowledge which combines and integrates procedural knowledge, declarative knowledge, goal structures, problem models, effect, persona, and a code of conduct. Bereiter in Grabe and Kaplan (1996) stated that a contextual module consists of this entire complex of knowledge, skills, goals, and feelings so long as all these components are separately represented in the mind, however, there is little reason to talk about them as a unit, even though they are interrelated.

3.3.5 Expertise, cognitive-strategy training, and the problem of ill-define knowledge

Bereiter and Scardamalia as discussed in Grabe and Kaplan (1996) explored the nature of expertise, drawing on their work on writing and synthesizing it with work on developing expertise. A number of researchers explored the growing field of expertise and applied this research to writing development. Carter as discussed in Grabe and Kaplan (1996) asserts that it appears that experts turn to general problem-solving strategies only when they are faced with unusual problems. In such a situation, experts can transfer skills, but usually only with assistance, practice, and explanations. Results suggest that the best way to transfer skills and strategies is through consistent practice in a variety of similar contexts. The influence of local knowledge on expert performance has according to Grabe and Kaplan (1996) been similarly overestimated. The importance of local, context-specific knowledge tends to become greater for learners as they are asked to perform in specific contexts such as those in graduate school or professional work environment. Carter as discussed in Grabe and Kaplan (1996) argued that experts become experts because they possess very highly organized schemata that are related to a specific skill. Novices, by

contrasts, lack the specific knowledge which comes from practice in the organizational abilities, content information, and genres by a context.

Bereiter and Scardamalia as discussed in Grabe and Kaplan (1996) explored a general strategy-training approach involving the use of procedural facilitation and goal concretisation. They recommend the following steps:

- Define a self-regulatory system which students should learn to control.
- Design a way of curing the type of expert processing in which students should be trained.
- Set up a teachable routine which externalises the process and allows students to learn it.
- First become aware of the limits of their performance.
- Then become aware of specific ways in which their performance is limited (some means of comparison).
- Then learn ways to resolve the problems in their performance (guided by some technique)
- Then learn to transfer their improved performance to tasks not directly supported by assisting cues.

Grabe and Kaplan (1996) state that many strategy-training studies have demonstrated success in teaching students specific techniques and strategies, but few have demonstrated that the techniques can be transferred to contexts beyond the specific training environment, or that the training has an effect on performance in post-training tasks. They point out that a major problem with the application of problem-solving training procedures to writing instruction is that writing itself tends to be what some researchers call 'ill-defined problem solving' that is, situations in which there are no single well-defined solutions.

Spiro *et al.* as discussed in Grabe and Kaplan (1996) argued that notions such 'cognitive transfer' and 'cognitive flexibility' are not well understood for ill-defined problem-oriented task such as writing. In ill-defined contexts of cognitive strategy use, it is not clear just what skills are transferable to new contexts, or how this transfer can be accomplished. He further argued that, for all ill-defined knowledge to be transformed, students need to be exposed to a variety of related situations in which they must assemble a new schema

structure rather than rely on established schema structures. The best approach for developing this ability lies according to Grabe and Kaplan (1996) in exposure to many variations of a content domain, that is, students are presented with many related cases and contexts, all bearing some relationship to each other. He suggests that students will learn to handle ill-structured tasks best when first introduced to a content via the presentation of a task with an intermediate degree of ill structuredness.

3.3.6 Balancing process and form

Spiro *et al.* as discussed in Grabe and Kaplan (1996) suggests that one major issue which appears repeatedly in strategy research lies in the need for students to be aware of the constraints of the type of writing they are being asked to perform. Bereiter and Scardamalia as discussed in Grabe and Kaplan (1996) point out the different requirements of a narrative and expository writing and the need for students to write for different purposes to develop problem-solving skills. Carter as discussed in Grabe and Kaplan (1996) points out the importance of extensive practice in a wide variety of writing tasks which will require different strategy use. Swales (1990) have pointed out the need for genre knowledge as an important part of student's knowledge about writing if they are to be academically successful.

3.3.7 Genre-based approaches to writing development

The Hallidayan view of language as function

A Hallidayan's theory of language as functional, asserts according to Grabe and Kaplan (1996) that grammar develops out of the need for speakers and writers to interact for functional purposes, that is, language development evolves out of child's 'learning to mean'. He further argues that language is not separable from context, but varies systematically with content and context, and is the medium through which meaning is realized. For Halliday, language form is functional in nature, it is meant to serve functional purposes. Painter as discussed in Grabe and Kaplan (1996) states that language is a functional resource in that the language system as a whole can be viewed as having the form it does because of what it is called upon to do, the needs of language learners have shaped the linguistic system itself. According to Halliday, children's first language abilities develop out of the growing need to communicate, first with parents, then with the

expanding world of human contacts. As children learn to interact and manipulate their environment through language, language forms expand to meet new functional needs. In this way, children are engaged in making meaning, and they do so through language forms which serve children's abilities to make meaning.

Grabe and Kaplan (1996) state that students learning to interact orally and in writing need, according to Halliday, to come to understand how language form and generic text structure provide resources for presenting information and interacting with others. They learn to choose linguistic patterns which are appropriate to the meanings they are trying to make. One of the goals of schools then, according to Halliday, is to help students to recognize and use those linguistic patterns. Making meaning is the production of discourse and of texts. The extension of this perspective is that students in school situations also make meaning-and learn-through their use of discourse and their construction of texts. Such a view argues that writing and attention to form, as part of content exploration, is critical for learning.

Extending language use to genre knowledge

Martin as discussed in Grabe and Kaplan (1996) examined the causes for success and failure in elementary school literacy development. He posited an argument for extensive instruction in factual writing, and, in particular, expository writing-writing which explores how the world works. He constraints this view directly against writing instruction which focuses almost entirely on expressive and narrative writing-writing which describes how the world looks. Martin, sees the learning of tactual writing skills through content studies as a way of giving students power over their own learning.

Martin as discussed in Grabe and Kaplan (1996) argued that students who can infer the requirements of controlling information, in part because they have experienced a larger socialization process which will allow them to do so, will succeed, but other students who are less familiar with the expected genres and their functional purposes will continue to fail in schools. By this reasoning, the goals of school should include explicit instruction in those forms of language which many students will not be able to infer indirectly. Students learn to control the information presented in school by solving problems in integrating language, content, and context, and by practising the types of writing which demand this integration, not by writing practice in other genres which do not.

In order to explain the notion of factual writing and the importance of genre for student's writing development, Martin as discussed in Grabe and Kaplan (1996) has developed a framework for factual writing. In this framework, writing genres are identified which relate to functional goals of knowledge presentation. The types of factual writing in which elementary students should engage include, according to Martin, the following:

- Recounts (a specific event-related presentation)
- Procedures (a general event-related presentation)
- Descriptions (a specific object-related presentation)
- Reports (a general object-related presentation)
- Explanations (a specific argument on an issue, event, or object)
- Exposition (a complex sequence of multiple explanations)

In a similar classification of factual genres which should be incorporated into Curriculum, Derewianka as discussed in Grabe and Kaplan (1996) suggests the slightly different set of options:

- Recount (What we did? / What took place?)
- Instructions (How something is done)
- Narrative (Recounts with a twist)
- Information report (What an entire class of things is like)
- Explanation (Why is it so? / How does it work?)
- Argument (Stating your case)

In both frameworks, the emphasis is on children learning how language functions to present content in ways which are most appropriate to a writer's purpose. Grabe and Kaplan (1996) point out that neither framework refers to matters of grammar practice or style exercises which might be divorced from working with meaningful curriculum content. In the process of exploring content, students learn how to present the content through effective language use and genre form.

The importance of genre

Kress as discussed in Grabe and Kaplan (1996) developed the important role of genre as an essential factor in language use by noting that all language use is a matter of making

discourse. The making of discourse depends on differences between speaker and listener, or writer and reader. Kress argued that as certain discourses become more deeply embedded in the social functioning of groups, these discourses become conventionalised, they become recognized as genres which serve functional purposes in communication. Students in school contexts are expected to make use of genres for learning information to the extent that they see how such genres serve functional purposes, and to the extent that genre structures are made apparent to students.

Genre is not being presented as an end for instruction, according to Kress, but rather as a means to understanding meaningful content. Genres must be taught, understood, and critiqued in terms of the potential they provide for working with informational content and learning context. Kress argues that since genre also reflects a cultural ideology, the study of genre additionally opens for students an awareness of the assumptions of groups who use specific genres for specific ends, allowing students to critique not only the types of knowledge they learn but also the ways in which knowledge is valued and in which it reflects covert assumptions. To be successful, students must according to Kress, learn how language works to convey content through school-valued genres. They must learn the shames for organizing different types of knowledge, as well as those for presenting different types of information.

3.3.8 Summary

In this section, Grabe and Kaplan's views on two teams of scholars' models were explored namely the models of Flower and Hayes and Bereiter and Scardamalia. These two models focused on the writing processes exposed by skilled and non-skilled learners. Grabe and Kaplan (1996) maintain that the Flower and Hayes model was a cognitive model with an aim of providing a synthesis of research. This model had an influence in the writing-as-a-process movement in stressing the following points: the composing process is interactive, intermingling and potentially simultaneous, composing is a goal directed activity, and expert writers compose differently from novice writers. Flower and Hayes based their research methodology on protocol analysis. To support their perspectives on composing, they presented data by collecting and examining protocols, transcripts and videotapes of students thinking aloud while they were writing. Flower and Hayes further argued that good writers are able to reassess their goals during the course of writing whenever rhetorical problems arise. According to Grabe and Kaplan (1996), Flower and

Hayes state that the implications are therefore that: good writers have richer sense of what they want to do when they write and can identify a rhetorical problem. This shows their creativity in their problem binding and problem solving ability.

Grabe and Kaplan (1996) state that the Bereiter and Scardamedia model proposes that the writing process cannot assume a single processing model but should consider different models at different developmental stages of writing. They argue that the writing process of a young student and that of the mature skilled writer cannot be the same. The skilled writer performs a different kind of writing process which the unskilled writer is not yet capable of performing. The main focus of this model is to describe why and how skilled and less skilled writers compose differently. Grabe and Kaplan (1996) observe that the model is concerned with the following questions:

- How skilled writing differs from unskilled writing in the processing model
- Why do some writers have more difficulty in writing certain tasks than others write, although they might appear to be at the same proficiency level.
- Why does some children find it easy and natural to write, whereas it is a painful and difficult exercise for others?
- Why do expert writers revise differently from less skilled writers.
- How can writing process account for the notion of “shaping at the point of utterance”.

This section concluded by considering the advantages and disadvantages of the two models. According to Grabe and Kaplan (1996) this section also reviewed the arguments presented by Halliday, i.e. the Hallidayan views of language as a function. Halliday theory of language as function asserts that grammar develops out of the need for speakers and writers to interact for functional purpose, that is, language development evolves out of child's learning to mean. For Halliday, language form is functional in nature and it is meant to serve a functional purpose.

3.4 TOWARDS A THEORY OF WRITING

3.4.1 Introduction

This section will address Grabe and Kaplan's views on the question '**what is writing?**'. This question will be explored first through considering an ethnography of writing, then the various issues raised by the ethnography will be reconsidered with reference to a taxonomy of writing skills and contents, and then a description model of communicative language processing will be suggested as a means for integrating the cognitive, social and textual domains of theory of writing.

3.4.2 Towards an ethnography of writing

Schiffrin and Poole as discussed in Grabe and Kaplan (1996) assert that the way to consider the overall sets of concerns involved in writing is to apply an ethnographic approach to our current understanding of writing. This approach, applied to the study of spoken language has led to the sociolinguistics field of ethnography of speaking and conversation analysis. Basso and Biber as discussed in Grabe and Kaplan (1996) state that an equivalent effort has not been applied to writing, in part because many linguists, including many sociolinguistics, remain convinced that written language is derived from spoken language.

Cooper as discussed in Grabe and Kaplan (1996) asserts that one of the best ways to attempt a first ethnography of writing is to ask the basic questions e.g. **who writes what to whom, for what purpose, why, when, where and how?** Providing a taxonomic answer to these question will, according to Grabe and Kaplan (1996) lead to an initial approximation for an ethnography of writing.

The 'who' parameter

Grabe and Kaplan (1996) state that a first requirement of the ethnography is a taxonomy of writers. Questions addressed include: is the individual a beginning writer or a mature experienced writer? Is the individual experienced in a wide variety of writing or only in a narrow range of writing? Is the writer a student who expects to be evaluated academically or a journalist who earns his keep by writing? Grabe and Kaplan (1996) argue that these

and many other related questions form a complex matrix that must be analysed if any classificatory system is to result. They point out that knowing who the writer is (the characteristics of the writer, rather than his or her persona) can have an important bearing on the nature of the writing that is studied. These differences in the characteristics of the writer will be quite independent of other influences e.g. (audience) which impact the writing situation-and it is not simply a general proficiency issue.

The 'write' parameter

Grabe and Kaplan (1996) state that the term 'writes' might normally suggest an action or process. This notion is used to examine the linguistic nature of texts, the writing. The study of the writing situation requires according to Grabe and Kaplan (1996) a theory of the text itself, theory of text construction. What are the linguistic parts and how do the parts work together?. What are the linguistic resources? To what extent do linguistic features reflect the same functional purpose in the writing? How do sentences link together to form a larger text (if indeed sentences are involved)? How are we to understand the notion of coherence? And what part of this notion resides in the text. A theory of text construction contributes independently to the writing situation in that it provides a framework for the various linguistic tools available to the writer as well as combinatorial choices which create the flow of information and the notion of coherence. Grabe and Kaplan (1996) argue that the linguistic elements in text construction also aid interpretation of other factors in the writing situation such as audience considerations, writer's purpose, the writing context, and the genre required by task.

The 'what' parameter

The 'what' of writing is discussed by Grabe and Kaplan (1996) in terms of **content**, **genre** and **register**. These concepts suggest a number of questions for writing according to Grabe and Kaplan: What are the types of writing the writer typically engages in creating? what sorts of general background information does the writer need? To what extent is knowledge of specialized registers necessary for writing? How can we define a theory of genre? To address these and related questions, a theory of writing must according to Grabe and Kaplan (1996) take into account the phenomenological world (a theory of world knowledge), a theory of genre, and some specification of register. Swales (1990) propose that we can thus of the content as background knowledge, as schema theory. In addition

to general background knowledge, schema theory suggests that specific sets of knowledge as integrated units are accessible for retrieval (or reconstructing) and are used in understanding and producing content knowledge. Schemes also provide frames for our knowledge of appropriate register in different contexts and our knowledge of genres as ways to organize discourse for specific purposes.

Grabe and Kaplan (1996) state that background knowledge provides content and genre-structure resources for writing. They note that background knowledge is, at least to some extent, culturally desired.

Genres might simply be described according to Swales as discourse types that have identifiable formal properties, identifiable purposes, and a complete structure (i.e. beginning, a middle, and an end). Genre is a concept which applies to both oral and written language, though the primary issue, is the occurrence of genre in written discourse. While it may be possible to discuss genres in broad macro-generic terms such as expository prose, persuasion, and narration, narrower contexts and more specific formal features more typically define genres. The following genres are a few examples of discourse types which can be considered written genres, according to Martin and Rothery as discussed in Grabe and Kaplan (1996) and Swales (1990): Fiction novels, grant applications, progress reports, ransom notes, course syllabi, survey articles.

Register, as independent from genre considerations, is defined by the topic of writing, the medium (always writing this case), and interpersonal tenor, according to Halliday *et al.* as discussed in Grabe and Kaplan (1996). Register also appears to have an important influence on writing.

The 'to whom' parameter

Grabe and Kaplan (1996) argue that audience is essential to the creation of text and the generation of meaning. In terms of audience, Grabe and Kaplan (1996) propose that the following and many other related questions can be raised. Who is the intended reader of the writing? Is the reader an abstraction? Is the reader involved equivalent to the reader addressed (intended)? Is the reader a known individual? If the audience is known, how close or distant is the reader? How much shared background knowledge exists between

the reader and the writer? How much shared specific knowledge of a particular topic exists between the reader and the writer?

Kirsch and Leon as discussed in Grabe and Kaplan (1996) maintain that some definition of person(s) expected to read the writing has a major influence over the discourse of the written text. Within the general concept of the reader, or audience, are a number of factors which constrain the decisions of the writer. It is preferable to consider 'parameters of audience influence' rather than specific features in order to provide a more thorough account. According to Grabe and Kaplan (1996) at least five such parameters play important roles in textual variation.

- (i) Long and Willey in Grabe and Kaplan (1996) state that one parameter of **reader influence** on the writing is the number of persons who are expected to read the text. A text intended for oneself, a single person, a small group of people, a large group of people, or a general audience will influence the text structure. A related issue is the extent to which the audience is an involved audience for a rhetorical purpose rather than a 'real' audience definable by the writer, that is to say, the writer provides cues which indicate the persona (involved) which the reader should take on during the reading. Another related issue according to Lang and Willey is the extent to which the specific audience for a text is the intended audience.
- (ii) A second parameter of **audience variation** is according to Grabe and Kaplan (1996) the extent to which readers are known or unknown. Writing to a known person, a less familiar colleague, or a stranger is likely to alter the text. The degree of closeness to the reader is likely to determine the extent of interactional and involvement features which appear in the writing.
- (iii) A third parameter, **that of status**, the writing will vary according to whether the reader has a higher status, an equal status, or a lower status than the writer. In an oral language context, Woltson as discussed in Grabe and Kaplan (1996) has demonstrated that status also creates discourse variation, with higher and lower status listeners receiving much less interactional negotiating. In a somewhat different context relating to status, the knowledge that a particular person (e.g. a well-known scholar) will be a reader may influence the writing.

- (iv) A fourth parameter, the extent of shared **background knowledge** according to Grabe and Kaplan (1996) will influence the writing to a considerable degree, that is, readers with a high degree of shared background knowledge are likely to influence the writing in particular ways. Writing for readers who are familiar with current events in certain cultural context will allow the writer to anticipate general knowledge on the part of the reader, and to allude to types of knowledge which separate those who know from those who do not know.
- (v) As a final parameter, Grabe and Kaplan (1996) state that the extent of specific **topic knowledge** shared by the reader and the writer will influence the writing, including the extent and choice of detail, the need for defining ideas and assumptions, the use of common versus specialist terms will all affect the writing.

The 'for what purpose' parameter

The analysis 'for what purpose' considers purpose as a functional categorization. Grabe and Kaplan (1996) argues that purpose raises important questions for writing, such as:

- To what extent is it possible to define purpose in a writing task?
- Are there multiple purposes in every writing task?
- How does purpose interact with genre and audience?

The purpose for writing may, according to Grabe and Kaplan, be said to represent an attempt to communicate with the reader. Apart from personal notes, most recognizable forms of writing are intended for an audience other than the writer. Grabe and Kaplan (1996) state that even such 'personal' items as diaries and research notes may be intended for other audiences. In considering his or her functional purpose(s) the writer recognizes that he or she has specific intentions as well as informational content to convey.

Grabe and Kaplan (1996) state that both the reader and the writer will understand and interpret writing purposes from certain accepted linguistic, psychological, and sociolinguistic principles.

- (i) Gricean maxims-the need to be informative, factually correct, relevant, and clear, and their systematically interpretable violations.
- (ii) Speech acts-specific features in the writing which signal speech acts by the writer, and the degree to which they are negotiable.
- (iii) Conventions for conveying status, power, situation, intent, and attitude.
- (iv) Predictability of cognitive structures which anticipate and imprecate larger patterns, goals, ethos and pathos in rhetorical persuasion, aims of discourse etc.

All the above questions can be implicated in the writer's purpose and the ability of the reader to discern the purpose of writing.

Grabe and Kaplan (1996) state that the purpose for writing must be addressed on at least two levels. On a general level, the overt purpose is related to the concept of genre, the 'purpose' influences the text structure itself, and the selection of appropriate genre options. For example, people write in order to apologize, invite, inform, praise, threaten, complain, order, explain, reject etc. - speech acts for which there are no specific genres which may be consistently involved. Grabe and Kaplan (1996) state that the parameter of 'purpose' is an independent dimension of writing, potentially separable from genre and audience, since a person could write two texts to the same audience and in the same genre but have each text serve different functional purposes (e.g. apology, reprimand, invitation) and convey different messages according to application of Gricean maxims. Grabe and Kaplan propose that this functional category accounts for speech act theory in written discourse as well as for applications of Gricean maxims to writing contexts.

The 'why' parameter

Grabe and Kaplan (1996) propose that the concept of why people write refers to the underlying intentions or motives that may not be revealed by functional purpose. Under what conditions does a writer not want to communicate fully? Are there attitude and notions which are difficult to convey in writing? In what situations will some group of readers not be able to see the purpose of the writing? Genres represent the most overt indication of intention and serve to facilitate schema instantiation. As such initiation constitutes a level which is, in one way, strongly constrained by audience and topic.

Grabe and Kaplan (1996) explore a third level of writer intention, namely **underlying intentions** or **motives**, which may be represented by the extent to which the writer wishes to manipulate the reader to attend to the content. The writer may not necessarily value transparency for the reader above other considerations. It is also possible that the writer is struggling with the content to the extent that transparency for the reader is not attainable. Grabe and Kaplan (1996) propose that the extent to which 'why' parameter influences text depends on two constraints. One, is the extent to which a writer wants the reader to recognize a hidden message, the more hidden the underlying message, the more likely it is that the reader will only recognize the functional purpose of the text. The second situation is one in which complex or exacting content takes precedence over reader friendliness (e.g. legal documents). A situation may also arise when a writer does not want to present a set of arguments too simply and thereby insult informed colleagues who may be the primary audience. In this way, Grabe and Kaplan (1996) state the discourse community of the specialist group act to make the writing less accessible to other researchers.

Grabe and Kaplan (1996) refer to the conceptualisation of this notion invoking Steiner's four levels of difficulty. This system of variable difficulty derives from author, text, and the environment as they influence the ability of the reader to comprehend. The first type is **contingent** difficulty, which arises from arcane and technical reference, but which arises from inaccessible or alien interpretations of the human condition. The third is **tactical** difficulty, which arises from the desire of an author to be understood only up to a point. The last is **ontological** difficulty, which arises from the constraints imposed by the language itself.

The 'when' and 'where' parameter

Grabe and Kaplan (1996) state that it is not clear to what extent the notions of 'when' and 'where' a person writes are critical to the general taxonomy for an ethnography of writing. In fact, the relative none-importance of these issues for writing points out a major distinction between an ethnography of writing and an ethnography speaking. Grabe and Kaplan (1996) state that the context of 'here and now' appears to be much less important to a theory of writing. This is not to say that the influence deriving from 'when' and 'where' a person writes is negligible or non-existent, rather, these parameters play a much smaller and less consistent role as factors which contribute independent to written discourse. This

is so, Grabe and Kaplan (1996) argue, because a writer may work late into the night, under the influence of some substance, or in difficult circumstances, or by contrast, a writer may work in a comfortable office with state-of-the-art equipment, but the reader is not likely to know. Such information becomes available usually long after the fact, in biographical studies, and then only if the writer has achieved a modicum of fame. It is important to know when a certain research article or letter was written in order to interpret the importance of the claims being made, but this is more a concern for making an informed reader's interpretation rather than a matter which influenced the writing of the producer.

The 'how' parameter

Bangert-Drowns as discussed in Grabe and Kaplan (1996) asserts that understanding 'how' written discourse is produced centres on a theory of on-line writing production, or, in simple terms a theory of the writing process. He states that channel (physical means of communication) may be less significant in written text than in oral text. Whether a writer generates text with a pen, a typewriter, or a word processor seems to have limited implications for the structure of texts. Some tentative studies suggest that the edited capabilities of a word-processor do influence both length and rewriting at least in teaching situations. The cognitive mechanism for production resets at the core of a theory of writing. It provides methods of empirical research which complement research on the written text, and also provides the means for exploring notions such as audience, content, and writer intention from a processing prospective. Grabe and Kaplan (1996) refer to the following important questions:

- To what extent can research inform us about important issues in the writing process?
- How useful are models of writing?
- Does the writing process vary from culture to culture?
- Is there more than one writing process, and if there are many processing models, what implications does this variability hold for writing theory?

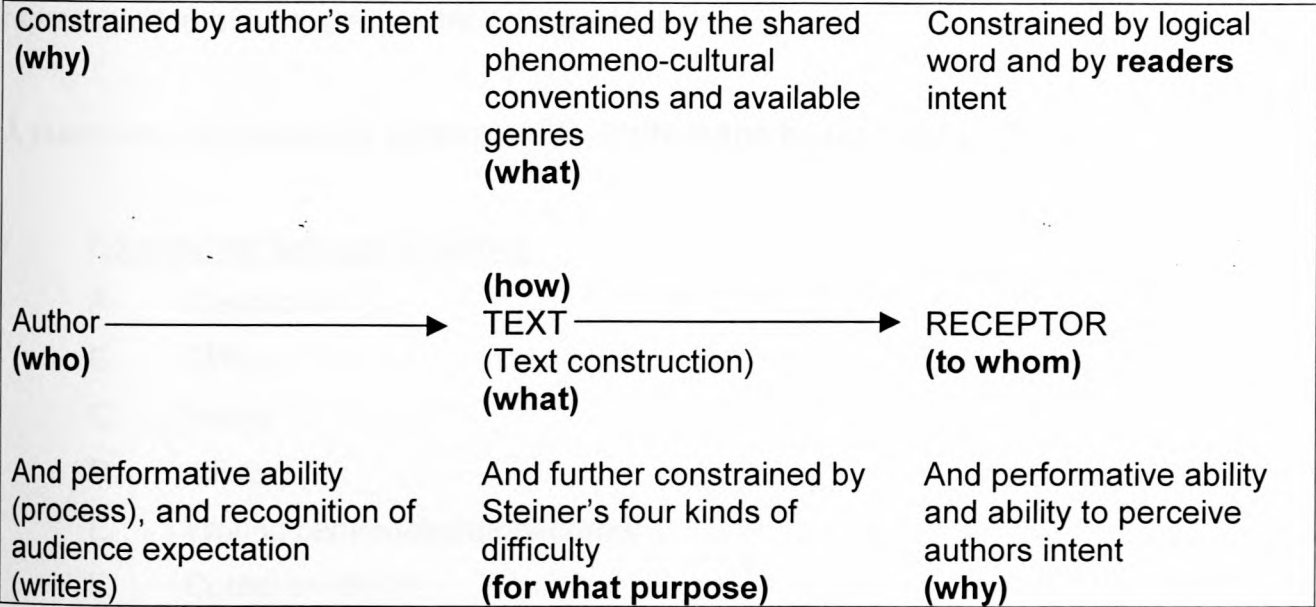
Grabe and Kaplan (1996) provide a summary of the ethnography of writing. The purpose of this summary is to provide a descriptive account for the question posed at the beginning of this section 'what is writing?'. The ethnography of Grabe and Kaplan (1996) also

provides a foundation for a more comprehensive theory of writing: the availability of such a theory would according to Grabe and Kaplan (1996) be useful for situating results from any one parameter of writing within a larger interpretive framework.

GRABE AND KAPLAN’S MODEL OF PARAMETERS INVOLVED IN WRITING

(within a socioculturally defined universe)

(when and where)



Grabe and Kaplan (1996) maintain that in this model, the phenomenological world may be said to include the constraints imposed by various discourse communities and the degree to which those constraints are understood by the participants in the instantiation, including such variables as the function and distribution of different genres.

3.4.3 A taxonomy of writing skills, knowledge bases and processes

The development of a taxonomy of writing should according to Grabe and Kaplan (1996) not be seen as an alternative to an ethnographic description but rather a way to build upon it. The taxonomy organizes the full range of information in a form that is readily accessible and useful for finding gaps and establishing new areas of enquiry. The taxonomy offered by Grabe and Kaplan (1996) have tended to reflect two theoretical bases, one is the general approach towards communicative competence in language, the other is the ethnography of writing framework outlined earlier. The development of the taxonomy began by asking about the sorts of writing situations that exist for writers in terms of settings, tasks, texts, and topics. Grabe and Kaplan (1996) state that these situational

parameters are then reflected in some way by the writer's goals, combined with the particular writer's intentions, attributions to the task from past successes and failure at similar tasks, and emotional states.

The taxonomy of Grabe and Kaplan (1996) that follows reflects the effort to structure the writing situation and the skills, knowledge, and processes used by the writer. The taxonomy of Grabe and Kaplan (1996) below is not in any way intended to be a definitive representation of all aspects of the writing situation.

A taxonomy of academic writing skills, knowledge bases, and processes

I. Educational settings for writing

- A. Classroom
- B. Office
- C. Home
- D. Library
- E. Writing centre/laboratory/corner
- F. Computer centre
- G. Dormitory lounge

II. Educational writing tasks

- A. Notes and memoranda
- B. Lecture notes
- C. Letters
 - 1. Personal
 - 2. Invitation
 - 3. Acceptance
 - 4. Refusal
 - 5. Complaint: (a) strong; (b) mild
 - 6. Recommendation: (a) positive; (b) neutral; (c) negative
 - 7. Business
 - 8. Apology
 - 9. Request
 - 10. Confirmation

Theory and Practice of Writing

- D. Journals / diaries
- E. Free writing
- F. Recounts (forecounts)
- G. Narratives
 - 1. Fictional (novels/short stories)
 - 2. Non-functional
- H. Recipes
- I. Reports/ (expository) essays
 - 1. Description
 - 2. Definition
 - 3. Exemplification
 - 4. Classification
 - 5. Comparison / contrast
 - 6. Cause / effect
 - 7. Problem / solution
 - 8. Analysis / synthesis
- J. Poster boards / diagrammes
- K. Interviews / surveys / questionnaires
- L. Argumentative essays
 - 1. Logical stances
 - 2. Ethical appeal
 - 3. Emotional appeal
 - 4. Empirical stance
 - 5. Appeal to authority
 - 6. Counter-arguments
- M. Timed essay tests
 - 1. In-class
 - 2. Take-home
 - 3. Part of standardized test (commercial or academic)
- N. Newspaper reporting / columns
 - 1. Headlines/world and national news
 - 2. Local news
 - 3. Sports news
 - 4. Book/movie review

- 5. Social/political/cultural columns
- 6. Editorials
- 7. Advertisements
- 8. Comics/cartoons
- O. Poems
- P. Plays
- Q. Laboratory reports
- R. Charts/tables/graphs/maps/figures
- S. Abstracts
- T. Research papers
- U. Grant proposals/applications
- V. Theses/dissertations

III. Educational texts used and produced (most items in section II also apply here)

- A. Textbooks
- B. Novels
- C. Short stories
- D. Poems
- E. Plays
- F. Journals/diaries
- G. Newspapers
- H. Magazines/trade journals
- I. Essays (narrative, expository, argumentative)
- J. Charts/graphs/tables/figures/maps
- K. Workbooks
- L. Dictionaries/encyclopaedias/grammar and usage books
- M. Research journal articles
- N. Professional texts/books/chapters

IV. Topics for academic writing

- A. Personal expressive
- B. Imaginary narratives
- C. Personal recounts
- D. Biographies
- E. Bibliographic works

- F. Topics from family, community, regional, national life
- G. Topics from social, cultural, economic, political issues
- H. Topics from academic humanities fields
- I. Topics from academic social sciences fields
- J. Topics from academic natural sciences fields.
- K. Topics from professional disciplines

V The writer's intentions, goals, attributions, and attitudes

- A. Writer's reinterpretation of the task
- B. Awareness of complexity of task
- C. Willingness to be understood (perhaps only up to a point)
- D. Awareness of previous success with task type and topic
- E. Attitude toward task type and topic
- F. Willingness to elaborate and experiment with task and topic
- G. Motivation to perform to capacity
 - 1. Grades
 - 2. Higher proficiency
 - 3. Learn new information
 - 4. Future job/promotion
 - 5. Impress teacher/other students
- H. Degree of creativity intended
- I. Attitude towards teacher, other students, institution
- J. Willingness to learn
- K. Awareness of metacognitive strategies
- L. Awareness of differences across language and cultures
- M. Awareness of writer's own intentional, attributive, and attitudinal differences in different languages

VI. Linguistic knowledge

- A. Knowledge of the written code
 - 1. Orthography
 - 2. Spelling
 - 3. Punctuation
 - 4. Formatting conventions (margins, paragraphing, spacing etc.)
- B. Knowledge of phonology and morphology

1. Sound/letter correspondences
2. Syllables: (a) onset; (b) rhyme/rhythm; (c) coda
3. Morpheme structure (word-part knowledge)
- C. Vocabulary
 1. Interpersonal words and phrases
 2. Academic and pedagogical words and phrases
 3. Formal and technical words and phrases
 4. Topic-specific words phrases
 5. Non-literal and metaphoric language
- D. Syntactic / structural knowledge
 1. Basic syntactic patterns
 2. Preferred formal writing structures (appropriate style)
 3. Tropes and figures of expression
 4. Metaphors / similes
- E. Awareness of differences across languages
- F. Awareness of relative proficiency in different languages and registers

VII. Discourse knowledge

- A. Knowledge of intrasentential and intersentential marking devices (cohesion, syntactic parallelism)
- B. Knowledge on informational structuring (topic/comment, given/new, theme/rhyme, adjacency pairs)
- C. Knowledge of semantic relations across clauses
- D. Knowledge to recognize main topics
- E. Knowledge of genre structure and genre constraints
- F. Knowledge of organizing schemes (top-level discourse structure)
- G. Knowledge of intervening (bridging, elaborating)
- H. Awareness of differences in features of discourse structuring across languages and cultures
- I. Awareness of different proficiency levels of discourse skills in different languages.

VIII Sociolinguistic knowledge

- A. Functional uses of written language
 1. Apologize

2. Deny
 3. Complain
 4. Threaten
 5. Invite
 6. Agree
 7. Congratulate
 8. Request
 9. Direct
 10. Compliment
- B. Application and interpretable violation of Gricean maxims
- C. Register and situational parameters
1. Age of writer
 2. Language used by writer (L1, L2, etc.)
 3. Proficiency in language used
 4. Audience considerations
 5. Relative status of interactants (power / politeness)
 6. Degree of formality (deference / solidarity)
 7. Degree of distance (detachment / involvement)
 8. Topic of interaction
 9. Means of writing (pen/pencil, computer, dictation, shorthand)
 10. Means of transmission (single page/ book/read aloud/printed)
- D. Awareness of Sociolinguistic differences across languages and cultures
- E. Self-awareness of roles of register and situational parameters

IX Further audience considerations

- A. Reality of audience (perceived real or invoked audience)
- B. Number in audience
- C. Degree of familiarity with audience (specifically known or not)
- D. Status of audience with respect to writer (peer/employer)
- E. Extent of cultural, social, and world knowledge of audience
- F. Extent of specialist/ subject-matter knowledge of audience

X. Knowledge of the world

- A. Declarative (semantic, topical)
- B. Episodic (events, personal experiences, interactional)

C. Procedural (processes, routines, conventions)

XI. Writing process skills (on-line processing skills, not linear)

- A. Goal planning routines
- B. Lexical and structural activation (generating content)
- C. Prepositional integration
- D. Text-model production
- E. Mental model interpretation
 - 1. Inferencing
 - 2. Match to processing goals
 - 3. Match to writer's intentions (reinterpreted task)
- F. Rapid production routines
- G. Revising routines

XII. Writing process strategies (executive control or metacognitive strategies)

- A. Monitoring text production
- B. Generating additional content
- C. Considering task problems
 - 1. Audience considerations
 - 2. Purpose considerations
 - 3. Rhetorical considerations (discourse knowledge)
 - 4. Problems created by additional content
 - 5. Language of preference for problem consideration
 - 6. Compensating strategies for weaknesses in linguistic, discourse, Sociolinguistic knowledge
- D. Using invention strategies, 'topics', brainstorming, free writes
- E. Considering alternative solutions
- F. Re-reading already produced texts
- G. Using reading resources (texts, dictionaries, data, etc.)
- H. Rejecting content/rhetorical information/alternatives
- I. Holding in storage content/rhetorical information
- J. Summarizing/paraphrasing/reordering information
- K. Predicting future outcomes to match goals
- L. Using notes/outlines/drawings/other self-created materials
- M. Getting assistance

- N. Reassessing / changing goals
- O. Recognizing mismatch with processing goals, author's intentions
- P. Editing texts
- Q. Reassessing content / rhetorical strategies
- R. Reassessing content / rhetorical revisions
- S. Getting feedback from others
- T. Considering individual style concerns (voice)

According to Grabe and Kaplan (1996) the above taxonomy is one attempt to account for the many variables that may need to be considered when describing the nature of academic / professional writing, conducting research, interpreting from theory to practice, and planning a writing curriculum on a more practical level. They maintain that the taxonomy provides a framework for curriculum considerations. An effort to plan a writing curriculum will lead to some type of taxonomy of writing skills, even if outlined only formally. The purpose for the above taxonomy is according to Grabe and Kaplan (1996) not to examine every possible feature for a writing curriculum but rather to decide what to emphasize and how to order goals in the light of the many other concerns and constraints operating on an educational curriculum.

3.4.4 Summary

This section attempted to answer the question "what is writing?" This was answered through considering the ethnography of writing in conjunction with the taxonomy of writing skills. The arguments of ethnography of writing was presented by different scholars such as Schiffrin and Poole, Basso and Biber as discussed in Grabe and Kaplan (1996). Cooper as discussed in Grabe and Kaplan (1996) argued that one of the best ways to attempt a first ethnography of writing is to ask the basic questions: **Who, writes what to whom, for what purpose, why, when, where and how?** This exposure has led to providing a taxonomic answer to these questions which further led to an initial approximation for ethnography of writing. These questions were defined by Grabe and Kaplan (1996) as follows: The **who** parameter reveals that knowing who the writer is, i.e. the characteristics of the writer, rather than his person can have an important being on the nature of the writing that is studied. The **"write"** parameter aspect is used to examine the linguistic nature of texts, the writing. The **"what"** parameter was discussed in terms of content, genre and register. The **"to whom"** parameter refers to the audience. Kirsch and

Loer as discussed in Grabe and Kaplan (1996) says that some definition of persons expected to read the writing has a major influence over the discourse of the written text. The **"for what purpose"** parameter consider purpose as a functional categorization, and the purpose for writing may, in general sense, be said to represent an attempt to communicate with the reader. The **"why"** parameter refers to the underlying intentions or motives that may not be revealed by functional purpose. The **"when"** and **"where"** parameters cause a problem because it is not clear as to what extent the notions of **"when"** and **"where"** a person writes are critical in the general taxonomy for an ethnography for writing. In fact, the relative non-importance of these issues for writing persists on a major distinction between ethnography of writing and an ethnography speaking. The **"how"** parameter present their views on the parameter. Bangert-Drowns as discussed in Grabe and Kaplan (1996) asserts that understanding "how" written discourse is produced centres around a theory of on-line writing production, or, in simple terms a theory of the writing process. It is further expressed that it is noteworthy that channel (physical means of communication) may be less significant in written text than in oral text.

The section further reviewed Grabe and Kaplan's taxonomy of writing skills, and their views on knowledge base and processes. The development of the taxonomy began by asking about the sorts of writing situations that exist for writers in terms of settings, tasks, texts and topics. These situational parameters are then reflected in some way by the writer's goals, combined with the particular writer's intentions, attributions to the task from past successes and failure of similar tasks, and emotional states.

The taxonomy according to Grabe and Kaplan (1996) was proposed to account for the many variables that may need to be considered when describing the nature of academic/professional writing, conducting research, interpreting from theory to practice, and planning a writing curriculum on a more practical level, the taxonomy provides a framework for curriculum considerations. Grabe and Kaplan (1996) concluded that any serious effort to plan writing curriculum will lead to some type of taxonomy of writing skills, even if outlined only formally.

3.5 GRABE AND KAPLAN'S MODEL OF WRITING

3.5.1 Introduction

Grabe and Kaplan's (1996) model of writing abilities views writing as a communicative activity, which attempts to account for the skills, knowledge bases, and processes as they are used in the course of writing. The model is not based on any specific set of supporting data, but, the goal is to account for the results of research in various domains of writing and to integrate this information within a framework that could also, in its turn, generate further hypotheses about the nature of writing. According to Grabe and Kaplan (1996) most writing is usually undertaken to communicate with one or more readers for a variety of informational purposes. Even if when writing for oneself, there is a likelihood that the writing will, at a later point, be used to communicate with others. When there is no other anticipated reader, and the writing is truly personal and private, one could argue that the writer serves as a reader, and thus the writing remains as a communicative-act.

Recently, a number alternative communicative conceptualisations have been proposed for developing models of written language. Flower as discussed in Grabe and Kaplan (1996) has developed a socio-cognitive model which incorporates contextual influences into the cognitive processing of the writer, but the limitations of the Flower model is seen in the minimal integration of textual factors.

Martin as discussed in Grabe and Kaplan (1996) proposed a model of discourse which is adaptable to writing in particular. His model accounts for textual and social issues, but ignores cognitive-processing factors. Witte as discussed in Grabe and Kaplan (1996) has proposed a social semiotic perspective, which discusses the needs for integrating social, cognitive, and textual components. Canale as discussed in Grabe and Kaplan (1996) proposed that communicative competence could be discussed in terms of grammatical (linguistic) properties, sociolinguistics, discourse, and strategic competence. These four components of communication would account for a person's linguistic skills in the following ways (1) phonological / orthographical, morphological, syntactic, and semantic knowledge; (2) Sociolinguistics: awareness and rules of appropriate language use; (3) knowledge of the ways that discourse is sequenced and abilities to structure discourse effectively, and (4) knowledge of skills and strategies that either enhance communication or repair miscommunication.

3.5.2 Chapelle's model of communicative competence applied to writing

Chapelle *et al.* as discussed in Grabe and Kaplan (1996) developed a model of communicative language use which is intended to account for academic language performance in all four-skill areas (listening, speaking, reading and writing). Overall the model specifies communicative language use as comprising a context for language use and a representation of the language user's verbal working memory. Included in the 'context' are components that integrate situation and language performance output. The 'situation' itself comprises participants, setting, task, text, and topic. The 'performance' accounts for the actual textual output produced as a result of the processing in 'verbal working memory'. The 'textual output' provides an additional influence on components in verbal working memory as it becomes available for inspection in the context. All of the context variables together comprise the external social context of writing situation. The 'text' component in the 'situation' accounts for expected register constraints, genre constraints, communication purposes (speech acts), norms and conventions of language use, and constraints of the communication channel, thus incorporating textual resources as part of the situation. The second major component to the model is the processing activities of the language user in 'verbal working memory' (as opposed to visual memory) while carrying out a language task. The 'verbal working memory' component has three subjects: internal goal setting, verbal processing, and internal processing output.

(i) 'Internal goal setting'

Grabe and Kaplan (1996) point out that the 'internal goal setting' allows the language user to set goals and purposes for writing based on the contextual situation (participant, setting, task, topic), internal motivations, performance attributions (beliefs about how well similar past efforts were evaluated), interests etc. Internal goal setting also provides an initial task presentation consistent with the goals created. This task representation, Grabe and Kaplan (1996) state that it will activate a cycle of operations in 'verbal processing'. Metacognitive awareness and monitoring is an important aspect of this subcomponent. It is likely that metacognitive awareness and control abilities are possible throughout all of working memory space except the on-line processing. Thus, 'internal goal setting' generates lenses through which the writer attempts to match the external 'context' with internal resources.

(ii) 'Verbal processing'

The 'verbal processing' component is composed of three parts: language competence, knowledge of the world and on-line processing assembly. 'Language competence' and 'knowledge of the world' are part of both long-term memory and verbal working memory, that part of long-term memory activated for processing. The 'language competence' is made-up of three competencies discussed in earlier models of communicative competence: linguistic (grammatical), discourse, and sociolinguistics competence.

Grabe and Kaplan (1996) explain that the second major component is knowledge of the world, which is also initially activated by the topic in the context and by the internal goal setting, and it interacts strongly with the language component (perhaps sharing the lexicon). The 'language competence' and 'knowledge of the world' components generate further information interactively, engaging in interactive problem solving (knowledge transforming potential). Grabe and Kaplan (1996) explain that the two components, together with the internal goal setting, activate, at the same time, the on-line processing assembly. On-line processing refers to the various processing skills that are relatively automatized and procedural in nature. These skills might include lexical access, initial parsing structures, non-problematic prepositional integration into a text model, predictable bridging inferences, writing production factors etc. The results of on-line assembly will be available internally as the 'internal processing output' and provide a mentally 'observable' unit of textual representation.

(iii) 'Internal processing output'

Grabe and Kaplan (1996) explain that as processing is carried out, the output is compared to the internal goal setting component in order to match goal setting and processing output. This matching will lead to further processing, to an acceptable match and an end to the processing cycle, or to an unacceptable poor match and discontinuation of processing cycle. The internal processing output 'unit and the internal goal setting' unit are strongly influenced by metacognitive strategies.

The purpose of this sketch is according to Grabe and Kaplan (1996) to argue that such a model, or some similar model, provides a way to integrate the three major concerns for a theory of writing: a writer's cognitive processing, the linguistic and textual resources that

instantiate the writing task, and the contextual factors which strongly shape the nature of the writing. What distinguishes it from other models is the incorporation of textual influences, the explicit specification of the context, and the built-in comparison mechanism between the goal-setting component and the three sources of processing / processing outcomes (verbal processing, internal processing output, textual output).

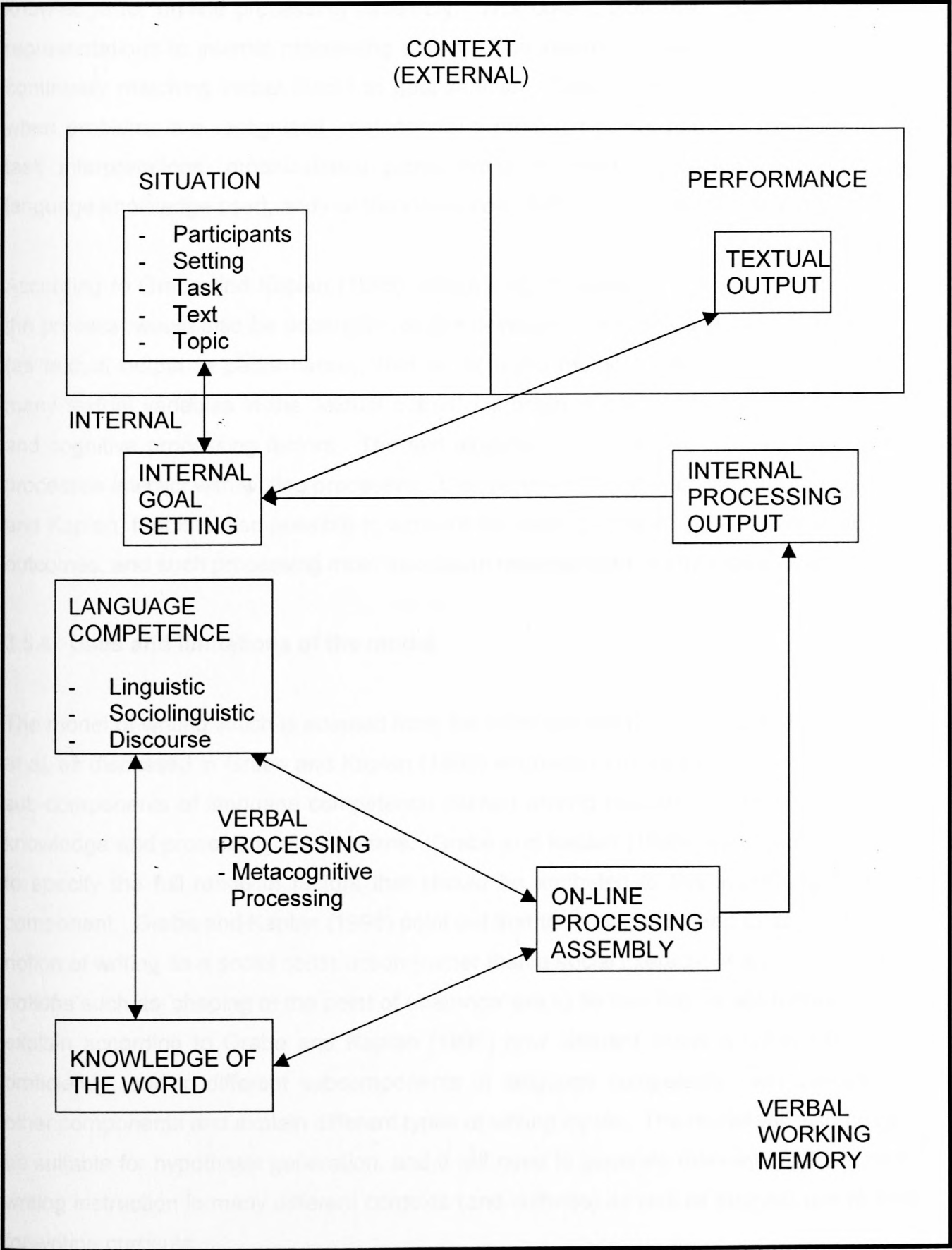
The model outlined above was according to Grabe and Kaplan (1996) originally intended to encompass all language performance (listening, speaking, reading, and writing), in academic settings.

3.5.3 Applying the model to process writing activity

According to Grabe and Kaplan (1996) the processing sequence begins with an initiating activity / motivation coming either from the internal motivations of the individual writer in 'internal goal setting' or from 'context' though these two sources of initiation are not so easily separable. Instances of writer-initiated motivation might be a diary entry, a letter, or a summary of an important academic text. Instances of situation-initiated activity might be an essay assignment, a memo, or a revision of an essay.

Grabe and Kaplan (1996) propose that whether initiated from the writer or from the 'situation', the first processing step would be to activate goal setting for writing. This goal setting will according to Grabe and Kaplan (1996) involve the assessment of the context, an initial representation of the writing outcome, an assessment of the potential difficulties in carrying out the task, an initial activation of features of the genre and conventional forms to be part of the task, and an organizational plan. Grabe and Kaplan (1996) state that these initial processes in the goal-setting component will, in turn, activate the three components in the verbal processing unit. The language competence component will generate the language information needed to respond to the task-setting requirements, including considerations for audience, topic, setting, register, organization, etc. The world knowledge component will activate relevant information which, in turn, will generate more language resources.

MODEL OF WRITING AS COMMUNICATIVE LANGUAGE USE



The verbal processing unit is, according to Grabe and Kaplan (1996) using the metacognitive processing needed, and assembling the set of world and language knowledge for on-line processing assembly. This on-line assembly, then, sends textual representations to internal processing output. The internal processing output, in turn, is continually matching verbal output to goal settings. Grabe and Kaplan (1996) state that when problems are recognized, metacognitive processing may need to reassess goals, task interpretations, organizational plans, types of world knowledge used, types of language knowledge used, and / or the interactions among these resources and plans.

According to Grabe and Kaplan (1996) reassessing the goal setting, at a certain point in the process, would also be dependent on the developing text, one available in the context (as textual output in performance), that is, from the moment that text is produced, the many textual variables in the 'textual output' will begin to interact with contextual factors and cognitive processing factors. The text already written will also requires that reading processes interact with writing processes. One benefit of this model is according to Grabe and Kaplan, that it is also possible to account for reading contexts, goals, processes, and outcomes, and such processing must also be an essential part of any model of writing.

3.5.4 Uses and limitations of the model

The model of writing which is adapted from the more general model proposed by Chapelle *et al.* as discussed in Grabe and Kaplan (1996) will need to make explicit how the various sub-components of language competence interact among themselves and with the world knowledge and processing mechanisms. Grabe and Kaplan (1996) argue that it will need to specify the full range of factors that should be attributed to this internal goal-setting component. Grabe and Kaplan (1996) point out that the model will need to account for the notion of writing as a social construction (rather than a social interaction) and describe how notions such as 'shaping at the point of utterance' are to be handled. It will further need to explain according to Grabe and Kaplan (1996) how different levels a writer's language proficiency (and in different subcomponents of language competence) will interact with other components and explain different types of writing inputs. The model will also need to be suitable for hypothesis generation, and it will need to generate relevant implications for writing instruction in many different contexts (and cultures) as well as suggest possibilities for writing curricula.

According to Grabe and Kaplan (1996) the limitations of the Chapelle *et al.* model include the fact that the exact specifications are somewhat vague, the full set of interactions and outcomes are not clear, the direct implications for instructions are not obvious. At the same time, they state that this model does attempt to address three issues which are not commonly considered in other models of writing. First, the model reincorporates issues related to the social context, to cognitive processing, and to the textual product. Second, because the model builds upon a notion of communicative competence, it is able to incorporate a stronger language component than is normally considered in other models of writing. Third, Grabe and Kaplan (1996) state, the model is able to incorporate the information described in the earlier ethnography of writing and taxonomy of writing skills, particularly the specification of the 'situation', this flexibility suggests that the model is well adapted to the much wider range of concerns discussed by applied linguists as compared to composition researchers.

3.5.5 Summary

In this section, a review of Grabe and Kaplan's (1996) discussion of the model of Chapelle *et al.* of communicative competence applied to writing was made. This model is a model of communicative language use which is intended to account for academic language performance in all four skills of listening, speaking, reading and writing. The model specifies communicative language use as comprising a context for language use and a representation of the language user's verbal working memory. This model reveals that in the context there are components that integrate situation and language performance output. The situation itself comprises participants, setting, task, text and topic. The "performance" accounts for the actual textual output produced as a result of the processing in "verbal" working memory. The textual output provides an additional influence on components in verbal working memory, as it becomes available for inspection in the context. All the context variables together comprise the external social context of the writing situation.

Grabe and Kaplan (1996) state that the model further proposes the steps that must be followed when applying it whereby it begins with an initiating activity/motivation comes either from the internal motivations of the individual writer in "internal goal setting" or from "context" though these two sources of initiations are not so easily separable. Then follows the instances of writer-initiated motivation, which might be a diary entry, a letter, or a

summary of an important academic text. Instances of situation-initiated activity, might be an essay assignment, a memo, or a revision of an essay, etc. This section further discussed the uses and limitations of the Chapelle's model and revealed that in this model the exact specifications are somewhat vague, the full set of interactions and outcomes are not clear, the direct implications for instructions are not obvious, but the model does attempt to address three issues which are not commonly considered in other models of writing. First the model incorporates issues related to the social context, to cognitive processing, and to the textual product. Secondly, because the model builds upon a notion of communicative competence, it is able to incorporate a stronger language component than is normally considered in other models of writing. Thirdly, Grabe and Kaplan (1996) state that the model is able to incorporate the information described in the ethnography of writing and taxonomy of writing skills, particularly the specification of the "situation". This flexibility suggests that the model is well adapted in the much wider range of concerns discussed by applied linguists as compared to composition researchers.

CHAPTER 4

A GENRE-ANALYTIC ANALYSIS OF WRITTEN SPEECHES IN XITSONGA

4.1 INTRODUCTION

The analysis of xitsonga written speeches in this chapter will focus on the ethnography of writing, specifically on the questions of **“who write what”, “to whom”, “for what purpose”, “when and where”** and **“how”**. The “how”, “when and where” parameters are peripheral to the actual discourse of the text-linguistic properties of the speeches, which are the major focus of this study. Therefore these parameters will be addressed very briefly. The ethnography “writes” will entail a detailed analysis of the text-linguistic properties of the speeches. The linguistic (i.e. morpho-syntactic elements) that realize particular properties such as **coherence, cohesion** and **information structuring** will be followed by a discussion of the cognitive move structure devices. The analysis of the nine written Xitsonga speeches will be made following a specific organization. The organization of the presentation and analysis of each written speech in xitsonga will be done according to the following sequence: The original Xitsonga text will be presented first, and then followed by the translated English version. The text-linguistic analysis of the speeches as indicated above will follow the content of the speech and at the end of the analysis of all speeches a summary of the findings will be presented.

4.1.1 A brief discussion of aspects of text-linguistic properties

These aspects were fully discussed in Chapter 3 and this brief discussion only provides an overview as an introduction to the analyses that follow.

Text-linguistic approaches take a functional approach to language in that they investigate what language does and how people use it in various ways to achieve various purposes. Thus, their focus is primarily on connected texts not on isolated or randomly connected sentences, since people rarely use the latter for communicative purposes. They proceed by examining the relationships between the structure and the meaning of a text, the extralinguistic situation the text exists in and for, the communicative function the text apparently has, and the writer’s or speakers apparent assumptions about the state of his or her addressee’s motivation, knowledge and consciousness.

Text-linguistics devices include *inter-alia* the following: (i) Topic structure analysis; (ii) Topic-continuity; (iii) Topic-sentence structure; (iv) Given- and New information; (v) Cohesion in texts; (vi) Non-linguistic knowledge; (vii) Coherence in texts; (viii) The lexicon; (ix) Focus-presuppositions; (x) Topic-comment relations and (xi) Theme-rheme relations. Each of these devices are briefly described below in terms of Grabe and Kaplan's (1996) characterisation.

The Lexicon assists the syntactic component by providing sets of syntactically useful forms such as prepositions, articles, existential "there", etc. The lexical forms themselves are most likely organized according to semantic criteria such as objects related by schema structures or scripts, or more abstractly as, for example, mental verbs, verbs of perception, psychological verbs, public verbs, verbs of motion or verbs of manner, location, time, etc. The lexicon provides the units for the purpose, including, for example, pronouns, demonstratives, ellipsis markers and substitution markers.

Coherence is defined as comprising a set of relevant assertions relating logically among themselves by means of subordination (cause, condition, comparison, specification), co-ordination (addition, restatement) and/or superordination, from the level of sentence to the top-level structuring of text.

Cohesion in texts is the means available in the surface forms of text to signal relationships that exist between sentences or clausal units in the text. It focuses on the comprehensive examination of system devices used to connect the surface form of texts. There are various means by which cohesion operates, including reference, substitution, ellipsis, conjunction and lexical relationships of repetition, inclusion, synonymy/antonymy and collocation.

Non-linguistic knowledge is the component of the text construction model which provides the background for appropriate interpretation and production of text. Examples of non-linguistic factors, which must be included in a model of text construction are reference, world-background knowledge, intention, situation, etc.

Topical sentence structure relates to the relations between the topic of discourse, the topical subject sentence, the syntactic subject and the initial sentence element. It further relates to the patterns of progression, which topical subjects form in a text.

Focus-presupposition refers to the information that is highlighted or focused (and usually contrasted in some unexpected way), and to take the information, which is backgrounded (and is often treated as presupposed, or assumed knowledge).

Topic-continuity focuses on the functions of topic development in discourse. It treats topics as noun phrases (NPs), which receive continuous, mention in the ongoing discourse.

Given-new information differentiates given information from topic on the basis that given information must appear in prior discourse and does not have to be limited only to the discourse topic.

Topical structure analysis focuses on the determinations of the main topic and subtopics as well as the progression of supporting information.

Theme-rheme relations are assumed as the first mentioned phrase in the main clause unit, usually this coincide with agent/subject/topic of a sentence.

Topic-comment relation is seen as defining what the sentence is about and it requires somewhat more interpretation and intuition by the teacher.

The various written speeches in Xitsonga will each be analysed in detail with respect to the full range of text-linguistic properties of Grabe and Kaplan's (1996) model of text construction within the wider framework of the ethnography of Grabe and Kaplan (1996). The analyses below will give evidence of how the text-linguistic devices are employed in Xitsonga written speech genres.

4.2 SPEECH 1: MBULAVULO WA LE KA NKHUVO WA VUMBIRHI WA TIDIPLOMA

NDHAWU : KHOLICHI YA DYONDZO YA LEMANA
 SIKU : 11 NHLANGULA 1996
 NKARHI : AWARA YA 10
 XIPIKARA : PROF NCP GOLELE

1. MBULAVULO WA LE KA NKHUVO WA TIDIPLOMA, KHOLICHI YA DYONDZO YA LEMANA, HI SIKU RA 11 NHLANGULA 1996, NKARHI, AWARA YA 10

2. Eka muchaviseki mukhomela xandla xa Chanselara, eka mufundhisi, eka vayimeri va Ndzawulo ya Dyondzo va le Polokwane, valawuri va swifundza swa Giyani na Tzaneen, Mulanguteri wa xivandla xa Hlanganani, mufambisi wa vandla ra lava nga tsoniwa ku vona ra Rivoni, vameyara va Louis Tricahardt na Tzaneen, metironi wa xibedhlele xa Elim, mufambisi wa xitici xa maphorisa xa Waterval, vufambisi bya khomunithi ya Elim-Shirley, ntlawa wa kholichi wo langutela vumundzuku bya kholichi, vayimeri va swichudeni, vaamukeri va tidipiloma, vatswari ni vuendzi hinkwabyo -

3. I ntsako lowukulu eka mina ku nyikiwa nkarhi wo vulavula enhlengetanwini ya xiyimo xa le henhla swonghasi, laha mathwasana ya hina lawaya ya taka ya ta hlambanya ku tinyikela ka wona ku tirhela rixaka endzhaku ka loko rixaka leri, hi ku yimeriwa hi vatswari ni vanhu van'wana, ri va seketerile ku va leswi va nga swona namuntlha (Loko ha ha ri eka mhaka leyi ndzi tsundzuka marito ya mufundhisi un'wana loyi a a vulavula eka rhediyo, a ku ku ni vanhu van'wana lava va tivulaka kumbe ku vuriwa leswi hi Xinghezi va nge i "self-made man". A kaneta leswaku sweswo a swi kona, munhu un'wana ni un'wana u va leswi a nga swona hikwalaho ka Muvumbi wa yena, vatswari va yena, kun'we ni vanhu hikwavo lava a hanyaka na vona. Na hina a hi hlayiseni mhaka layi). Ni xivuriso xa Xitsonga xi vula leswaku munhu i munhu hi van'wana vanhu.

4. Loko ndzi kumile xirhambo xa siku leri, xo sungula lexi xi nga ndzi tela emiehleketweni i nkarhi lowu mhaka leyi ya namuntlha yi humelelaka eka wona, wu nga malembe mambirhi endzhaku ka nhlawulo wa xidemokrasi laha Afrika-Dzonga, nkarhi wa ku sungula ku vumba ni ku aka hi vuntshwa, rixaka.

5. Ndzi tlhela ndzi teriwa emiehleketweni hi tsalwa ra nkulukumba SJ Baloyi ra **Ku Hluvuka, ku Huma Evuhlongeni**, ri nga ndzhundzuluxo wa tsalwa ra Booker T Washington ra **Up From Slavery**. Washington a a ri Wantima wa Amerika loyi a a ri hlonga, kambe loyi kun'we ni rixaka ra yena hinkwaro, va nga lwa ku huma evuhlongeni. Leswi na swona swi ndzi tiserile emiehleketweni, xiyimo xa Mu-afrika hi ku angarha, lexi xi hlamuseriwaka hi Ali Mazrui, xidyondzeki ni mutsari wa ndhuma hi ndlela leyi. Ndzi ta tshaha marito ya yena hi Xinghezi, hilaha ya nga tsariwa hakona.

U ri:

6. "While Africans are not the most brutalized of peoples, they are probably the most humiliated in history in ways that range from the slave trade to being segregated and treated as third-class citizens in parts of their own continent to the present day, in spite of being numerically in the majority."
7. Xiyimo lexi xa vuhlonga xi tlhela xi kombisiwa hi mutsari wa ndhuna wa le Nigeria, Chunua Achebe loko a ku: "Africa has had such a fate in the world that the very adjective African can call up hideous fears of rejection. Better then cut all the links with this homeland, this liability, and become in one giant leap the universal man."
8. Xiyimo lexi xa vuhlonga xi endla leswaku Mu-afrika a tala ku tsandzeka ku endla leswi swi faneleke ku antswisa vutomi ni xiyimo xa yena: nkarhi hinkwawo a heta matimba ya yena a lwela swa xilungu, ivi a hela a nga hluvukanga. I swa nkoka swinene ku va hinkwerhu ka hina hi twisisa mhaka leyi. I swa nkoka ku va mathwasana ya hina ya namuntlha ya twisisa mhaka leyi leswaku ya ta kota ku tirhela rixaka hi ndlela leyi faneleke, hikuva ku tirhela hi wona nkoka wa ku hanya.
9. Hi nga vutisa leswaku ku twisisa xiyimo xa hina eka nkarhi lowu swi vula yini. Swi vula leswi swi nga ta vuriwa laha hansi, leswi swi helaka swi phakela hinkwerhu ka hina hi nga hlengeletana haleno namuntlha, mintirho yo ya yi endla loko hi suka laha. Ku va hi vumba rixaka hi vuntshwa, leswi hi Xinghezi hi nga swi vulaka "Reconstruction and Development" (RDP) swi vula leswaku hi tirha hi mfanelo hinkwerhu. Ku va hi rhambiwile hi mintlawe leyi yi nga kona laha - vayimeri va mfumo, va dyondzo, vatswari, sweswo-sweswo, swi komba swona leswaku hambiloko hi ri mintlawe ni swiyimo swo hambana hi hela hi vumba ntlawa wun'we

wa vanhu. Hi fanele ku seketelana ni vapasi lava hi va belaka nkulungwana namuntlha leswaku va kota ku tirha hi mfanelo ntirho lowu va nga wu tokotela eka malembe manharhu ya tidyondzo ta vona. Ku ringeta ku fikelela mhaka leyi, mbulavulo lowu wu ta khumba timhaka leti landzelaka, leswaku hinkwerhu hi vona leswaku hi nga hoxisa ku yini xandla ku pfuneta ku pfuxeta tiko ra hina leri nga fayeka. Timhaka ta kona hi leti:

1. Vito ra 'Lemana', ni nkoka wa kholichi leyi etikweni
 2. Mhaka ya tindzimi ta xintima ni xiyimo xa tona exikarhi ka tindzimi tin'wana, ni nkoka wa mhaka leyi
 3. Eka mathwasana, ntirho lowu va vitaneriweke wona
 4. Ku tirha ni ku tirhela.
10. Nkanelo wa swiphemu leswi hinkwaswo wu ta hi tsundzuxa migingiriko ya Vantima e-Amerika ku lwela ntshunxeko, swi hi yisa eka xifaniso lexi xi nga tirhisiwa hi Booker Washington loko a vulavula eAtlanta hi siku ra vunhungu ra n'hweti ya Ndzati hi lembe ra 1895. A vula leswaku xikepe xin'wana a xi lahlekile elwandle, ivi xi vona xikepe xin'wana lexi xi nga kombela ku pfuniwa eka xona, hi ku kombela mati. Nkarhi hinkwawo loko lava va xikepe xo lahleka va kombisa mujeko wo kombela mati, lava van'wana a va hlamula va ku "ehlisani bakiti kwala mi nga kona".
11. Eku heteleleni lava vo lahleka va yingisa, va ehliisa bakiti laha a va ri kona, kutani ematshan'wini ya mati layo dzunga ya lwandle, bakiti ri vuya ni mati yo nandziha swinene ya laha nambu wa Amazon a wu cheleta lwandle kona. Xana nkoka wa xifaniso lexi hi wihi? Nkoka wa kona i ku va munhu a tirha kwala a nga kona, anga tsandzeki ku endla ni ku vona leswinene laha a nga kona, a tsutsumela swa van'wana le kule. Leswi swa le kule leswinene a swi tekiwa ku ta antswisa leswi swa laha kaya: ku nga ri ku vungavunga xin'wana na xinwana, ni leswi swi nga fanelangiki.
1. **VITO RA 'LEMANA'**
12. Hilaha van'wana va hina va nga vaka va tiva hakona, vito ra 'Lemana' ri huma eka vito ra tiva ra 'Leman' ra le Swisa. Nkoka wa vito leri wa tikomba - tiva i xihlovo lexikulukumba xa mati. Vuyimeri bya tiva byi komba nkoka wa kholichi ya Lemana

eka vanhu lava yi tirhaka exikarhi ka vona. Eka malembe ni malembe layo tala kholichi leyi yi tumbuluxile vafambisi va matimba swinene hi tidyondzo ta yona leti a ti kongoma ku dyondzisa munhu hinkwaye ka yena. Tidyondzo ta nhloko, ni mintirho ya mavoko ni mahanyele ni vumunhu, loko swi hlanganile swi vumba munhu loyi a hetisekeke. Hambiloko mintirho ya Lemana yi ngeneleriwile hi mafumele ya tiko lawa ya nga hundzula xiyimo xa swilo, a ya swi kotanga ku omisa tiva leri ra dyondzo. Namuntlha mathwasana ya hina ya kombisa ku ya emahlweni ka ntirho lowu. I swa nkoka ku vona leswaku langavi leri ri lumekiweke hi Maswisa a ri timeki. Eka nkarhi wa sweswi wa ku hunguta tikholichi ta vuthicara, i swa nkoka leswaku hinkwerhu hi seketelana ni ntlawa wa kholichi leyi wo languta ta vumundzuku bya yona (h.i. Task Team), ku vona leswaku tiva leri ra Lemana ra hlayiseka. Xana eka nkarhi lowu wa RDP, a ti kona tindlela to kuma xuma xo dzima ndhawu leyi yi va monyumente ya mintirho ya yona leya nkoka swonghasi?

13. Xana kereke ya Swisa yona yi nge vi na ntsakelo eka mhaka leyi ke? Leswi hikwaswo swi nga hlamuleka hi ku endla ndzavisiso eka timhaka leti hinkwato. Tikereke tin'wana laha Arika-Dzonga ti twakala ti ri ni ku navela ku pfuxeta swikolo swa tona swi ri swa purayivhete. Leswi swi pfunile ku hlayisa xiyimo lexinene xa dyondzo eka swona.
14. Goza leri ri nga tekiwa laha kholichi ku dyondzisa Tshivenda i ra nkoka eku sunguleni ka ku vumba ndhawu leyi hi vuntshwa endzhaku ka ku hambanyisiwa ka vanhu hi tindzimi ta vona hi mfumo lowu nga hundza wa xihlawuhlawu. Matsalwa ya vutsila yo fana ni ra JM Maluleke ra **Hi ya Kwihi?** ya paluxa swinene ku vaviseka ka vanhu hi ku hambanyisiwa hi mfumo lowu. Xiviti xa ku hambanyisiwa ka Vatsonga ni Vavhenda xi twakala swinene eka xitlhokovetselo xa MJ Magaisa xa "Xihimu". Mutsari u ri
15. "Xihimu ku lo sala vito ntsena, Swa nyumisa ku vona nhenha yi khotso ncila." U tlhela a vutisa a ku:
16. "U kwihi Chamano Magoro, Mbvexa wa rikwerhu? Leswi xintshabyana xakwe xi hlekulaka vuhava bya mulungu":

17. Marito lawa ya kombisa ntshembo wa ku va vanhu lava va tlhela va hlangana, makungu ya xihlawuhlawu ya hluriwa. Ana ni khale ka yona kholichi ya Lemana a yi amukela vanhu vo huma eka timheho to hambana.

2. TINDZIMI TA XINTIMA NI XIYIMO XA TONA EXIKARHI KA TINDZIMI TI'Nwana NI NKOKA WA MHAKA LEYI

18. Ririmi a ri hambanyiseki ni vavulavuri va rona. Xiyimo xa ririmi xi fambelana ni xiyimo xa vavulavuri va rona. Eka mfumo lowu nga hundza, hi nawu wa tiko tindzimi ta Xintima a ti ri hansi ka Xinghezi ni Xibunu. Vumbiwa lerintshwa ra tiko ra Afrika-Dzonga ri tlakusile tindzimi ta Xintima ti va ta ximfumo etikweni hinkwaro. Swi le ka vini va tindzimi leti ku ti hluvukisa hilaha swi faneleke hakona. Xivutiso i ku xana Vantima va swi tsakela ku hluvukisa tindzimi ta vona ke? Nhlamulo hi yi vona eka maendlele ya siku ni siku ya Vantima mayelana ni tindzimi ta vona. Ririmi ra Xinghezi ri tekeriwa ehenhla swinene hi Vantima van'wana. Emindyangwini yin'wana vana a va ha vulavurisiwi ririmi ra Xintu, va vulavula Xinghezi. Khombo ra ku tlakusiwa ka Xinghezi ku tlula mpimo ri hlamuseriwa hi Prof. Ndebele loyi sweswi a nga nhloko ya Yunivhesiti ya Limpopo hi ndlela leyi:

- 19 "I think that we cannot afford to be uncritically complacent about the role and future of English in South Africa, for there are many reasons why it cannot be considered an innocent language. The problems of society will also be the problems of the dominant language of that society, since it is the carrier of a range of social perceptions, attitudes and goals. Through it, the speakers absorb entrenched attitudes. In this regard, the guilt of English then must be recognised and appreciated."

20. Kunene Xinghezi - tanihi tindzimi tin'wana ta Xilungu ematikweni man'wana ya Afrika - a hi ririmi ro hlanganisa Vantima. Nkarhi wun'wana ri avanyisa vanhu hi mintlawu, van'wana va tivona va antswa ku tlula van'wana hikwalaho ka vutivi bya vona bya Xinghezi ni mahanyele ya Xilungu. Xikombiso xinene i xa n'wana wa jaha, Sifiso Mahlangu, loyi endzaku ka ku va a tshamile malembe ya mune ni manana wa mulungu eNghilandi, se a tsandzekaka ku hanya ni vatswari va yena lava va nga n'wi veleka. Leswi swi yelana ni leswi ndzi nga hlayeriwa swona loko ndzi rhambiwele hi va Huvo ya ririmi ra Xiswati lembe leri nga hundza. Va hlalaya leswaku n'wana wa Mutsonga u yisiwele exikolweni xa Valungu. Siku tata wa yena

anga ya a ya n'wi pfluxela, n'wana a ku eka mathichara": "Please come and meet my father. Unfortunately he is Shangaan". Nkateko wa kona tata wa kona u hatlisile a vona khombo, a gotsa n'wana a vuya na yena ekaya.

21. Swikombiso leswi nga laha henhla swi kombiso ntirho lowu wantima a nga na wona ku tlhelela eka xiyimo xo tixixima handle ko tiseketela hi Xinghezi kumbe Xilungu. Leswi swi komba leswaku mudyondzisi wa purayimari, loyi a nyikaka n'wana masungulo eka tidyondzo ta yena, u ni ntirho wukulukumba wo hletela n'wana loyi ku simeka eka yena ririmi ra manana ni nkoka wa rona. Eka mhaka leyi na kona i swa nkoka ku xiya maendlele ya hina ya siku na siku. Ku va hi yisa vana va hina eka swikolo leswi hi swi vulaka "multiracial" va ya dyondza hi Xinghezi, ivi hina hi sala hi dyondzisa vana va van'wana hi ririmi ra vona ra manana swi vanga mpfilumpfilu emiehleketweni ya vanhu. Hi n'hwetlwa ya Mawuwani lembe leri a ku ri ni nhlengeletano eCape Town ya "International Seminar on Language in Education in Africa". Swivulavuri swi kombisa nkoka wo sungula tidyondzo exikolweni hi ririmi ra manana. Marito ya mina ya vile ya leswaku xana loko hi byela van'wana leswaku vana va vona va dyondza hi ririmi ra manana, hina va hina hi ri karhi hi va yisa eka swikolo swa valungu, xana vanhu lava hilava hi va fambisaka va ta hi tshembisa ku yini? Nhlamulo yi vile leswaku munhu u ni ku hlawula ehlenhla ka mhaka leyi. Kambe mhaka yikulukumba hileswaku vafambisi va tumbuluxeleda yini van'wana leswi vona vini va nga tihlawuleleki swona?
22. Mathicara lawa ya thwasaka namuntlha, vayimeri va dyondzo ni hinkwerhu ka hina swa laveka ku va hi xiya mhaka leyi. Vufambisi a byi ve lebyi khorwisaka. Swikombiso leswi hi nga tshahaka swa vufambisi lebyi khorwisaka i swa vakulukumba Walter Sisulu na Dullar Omar, lava va fambisaka va ri karhi va tshama ni vanhu lava va va fambisaka etindhawini ta vona. Vafambisi a va fanele ku hlukukisa tindhawu ta ka vona, ku nga ri ku sukela vanhu va famba va ya tshama lomu ku nga hlukuka. Maendlele lawa hi wona ya endlaka leswaku tindhawu kumbe matiko ya Vantima hi xitalo ya nga hlukuki. Leswi a swi humelele laha Afrika-Dzonga kumbe eAfrika ntsena. Xirilo i xin'we eka va ntimeni ematikweni hinkwawo. Kutani eka mathwasana ya hina ya namuntlha hi vula leswaku hlisani bakiti kwala mi nga kona, mi tirha ku hlukukisa rixaka, ku ri ni ku balekela etindhawini ta le kule.

3. **NTIRHO LOWU LAVA VA AMBALAKA NAMUNTLHA VA NGA VITANERIWA WONA**
23. Mhaka ya ntirho lowu vadyondzisi lava va ambalaka namuntlha va nga vitaneriwa wona yi vile yi kombisiwilenyana laha henhla. Mudyondzisi hi yexe u fanele ku va dyondzo eka van'wana, a nga si sungula ni ku dyondzisa. Ku va a tiyiserile a kondza a heta tindyondzo ta yena, i xikombiso lexinene. Loko ku ri ni lava va nga vuyela tidyondzo endhaku ka ku wisa malembenyana, na vona va fanele ku beriwa nkulungwana wa ku va va kombisa leswaku dyondzo a yi heli naswona a yi na vukulu.
24. I swa nkoka ku va mudyondzisi wa vana lavantsongo a xiya swinene ntirho wa yena. A xiya mhaka ya nkoka ya ririmi, ni ya tidyondzo ni madyondzisele. Minkarhi yi hundzukile, vanhu va fanele ku va ni vutivi byo anama. Mudyondzisi u fanele ku va a nga tivi swa tidyondzo ta ntlawa wa yena ntsena, kambe a tiva ni swa mintlawwa yin'wana, a twisisa ni ku fambelana ka tidyondzo to hambana eka kharikhulamu. Leyi i mhaka ya nkoka yi ndzi tsundzuxa mhaka ya ku sandziwa ka tindzimi ta Xintima ni tidyondzo ta tona hi vanhu vo hambana, ku katsa ni vafambisi va dyondzo. I swa nkoka ku twisisa leswaku dyondzo yo karhi a yi fambi yi ri yoxe, yi vumba kharikhulamu. Loko yi hlangana ni tin'wana tidyondzo. Loko ku ri ku nkoka wa tindzimi ta Xintu ni tidyondzo ta kona a hi wu voni, swa laveka ku va hi endla xipimaniso lexi, "Nhova" yi hlamuseriwa yi ri ximilana lexi ntirho wa xona wu nga si ku kumekaka ku tiveka. Ni le ka tidyondzo ta tindzimi ta Xintima xiphiqo a xi le ka tidyondzo, xi vonakala xi ri eka vanhu lava va nga kotiki ku vona nkoka wa tona. Eka nkarhi wa sweswi ku vuriwa leswaku tiko ra Afrika-Dzonga hi rona ra tinyimpi ku tlula matiko ya misava hikwayo, ehandle ka laha ku nga ni nyimpi ha kunene. Vumunhu lebyi hi byi yimbelelaka siku na siku, lebyi hi byi navelaka ku lulamisa xiyimo xa swilo byi le ka Xintu ni tindzimi ta xona. Hikwalaho loko a hi ri ni vutlharhi byo rhangisa Xintu eka tidyondzo, onge vutomi a byi ta antswa ku va ni ku hunguteka ka ku dlayana ni vubihi hinkwabyo lebyi hi byi vonaka masiku lawa.
25. Eka madyondzisele vana a va dyondzisiwe va twisisa misava ni vutomi hi ririmi ra manana. Hi nga rivali leswaku ku vuriwa leswaku misava yi ni tindzimi to ringana magidi-mune ku fika eka magidi-ntlhanu. Xitsonga hi xin'wana xa tona tindzimi leti.

26. Loko ha ha ri eka mhaka ya ntirho wa mudyondzisi, hi nga rivali leswaku swa endleka leswaku van'wana va hina hi ambalaka namuntlha hi nga thoriwi helo hi mfumo. Leswi swi vula leswaku hi fanele ku tithola hi ku tumbuluxa laha hi tshamaka kona, mintirho yo tipfuna ni ku pfuna van'wana. Tihofisi to letela hi ta mintirho ti kona, a hi ti laveni hi kuma tindlela to tirhisa vutivi lebyi hi nga na byona. Mhaka leyi yo hetelela yi hi yisa eka nhlokomhaka yo hetelela eka mbulavulo lowu, ya.

4. KU TIRHA NI KU TIRHELA

27. Evuton'wini i swa nkoka ku va ni mintolovelole leyi akisaka, ni mavonele ya vutomi ya nkoka. Booker Washington loyi hi veke hi vulavuleke ha yena i xikombiso xinene xo tirhela rixaka a ri fambisa ri ya eka ntshunxeko. Mupuresidente wa tiko ra hina Mandela na yena i xikombiso lexinene. Eka matsalwa ya Xitsonga, lava va tivaka tsalwa ra Ntsanwisi ra **Mahlasela-hundza** va twisisa mhaka yo tirhela van'wana. Vanhu a hi fani. Va kona lava xikongomelonkulu evuton'wini bya vona ri nga rifuwo. Leswi swi hi susa eka vumunhu lebyiya bya ntolovelole bya Xintu, laha vanhu a va hanya swin'we, va twelana, va tsemelana nhloko ya njiya. Swi le ka hina vadyondzisi lava hoyozeriwaka namuntlha ku hlawula leswi hi vonaka swi ri swa nkoka.
28. Eka matsalwa ya **Ku Hluvuka** na **Mahlasela-hundza** ku kombisiwa swinene nkoka wa mintirho ya mavoko ni ku tirha hi mavoko. Washington u vula leswi landzelaka hi mhaka leyi:
29. "No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit grievances to overshadow our opportunities."
30. Mukhomela xandla xa Chanselara, swi tele leswi hi nga swi bulaka swa xiyimo xa sweswi xa vutomi bya hina; kambe namuntlha ndzi ta yima kwala. Ndza swi tiva leswaku van'wana va vilela etimbilwini leswaku siku ro fana ni leri i ro vulavula Xilungu - Xinghezi xo huma hi tinhompfu. Minkarhi yeloyo yi hundzile. I swa nkoka ku tirhisa ririmi ra manana, hi tsala tibuku ni ku tumbuluxa hinkwaswo leswi faneleke, hi tirhisa ririmi leri. Timhaka ni mintirho hinkwayo leyi faneleke ku endliwa yi le rivaleri. Ku laveka ka ku va hi kambela muxaka wa vufambisi bya hina na

swona swi kombisiwile. A hi kombiseni nkoka wa ku heta ka mathwasana ya namuntlha tidyondzo ta wona hi ku seketela hi migingiriko leyi faneleke loko hi hangalaka namuntlha. Leswi swi fanele ku katsa ni ku dyondza tindzimi to hambana taAfrika-Dzonga. Nawu lowu wu nga vumba Huvo ya ririmi ya Afrika-Dzonga wu tshikilela vuriminyingi (multilingualism). Hikwalaho hinkwerhu hi fanele ku dyondza ku twanana hi ku tirhisa tindzimi hi ku hambana ka tona, ku nga ri hi ririmi kumbe tindzimi to karhi ntsena.

31. Xo hetelela ndzi lava ku tsundzuxa ehenhla ka timhaka timbirhi ta nkoka, ta ku xiximana ni ku hlayisa nkarhi. Lavakulu ni lavantsongo va fanele ku xiximana. Lavantsongo va fanele ku twisisa leswaku hambi va hlayile tibuku swinene, va nge tluli lavakulu kumbe vatswari va vona hi ntokoto.
32. Ku hlwela etinhlengeletanwini ni kun'wana ni kun'wana hi ku twisisa ka mina i ku eyisa van'wana. Emintirhweni, ku tshika vanhu lava va lavaka ku pfuniwa va yimile, hina ha ha bula kumbe hi tirha swa hina, i mhaka yo biha swinene, yo pfumala vutihlamuleri. Vanhu va fanele ku hatliseriwa tanihileswi na hina a hi ta lava ku endleriwa swona.

INKOMU

1. **GRADUATION CEREMONY AWARD SPEECH, LEMANA COLLEGE OF EDUCATION, ON THE 11 OCTOBER 1996, TIME 10H00**
2. The honourable vice-chancellor, the Pastor, representative of the Department of Education from Polokwane, regional directors from Giyani and Tzaneen, Supervisor of Hlanganani region, Rivoni chairperson Institution for the blind, mayors of the Louis Tricahardt and Tzaneen, matron of Elim hospital the police commander of the Waterval police station, SANCO representative from the Elim-Shirley community, the college senate and the student representation council (SRC), diploma recipients, parents and all our guests.
3. It is a great pleasure for me to be given this opportunity to address a gathering of this magnitude, where our graduates will commit themselves to work for this nation after they have been moulded by the same nation, through their parents and people at large. While on this issue, I remember a certain Pastor who was preaching on the radio, he said there are certain people who are in Tsonga called "vanhu va ku tiendla" (self made men). He disagrees with this and believes that a person is what he is because of God, his parents and the community / society at large. And there is a Tsonga saying that says you are what you are because of other people.
4. The first thing that came to my mind, when I received this invitation, was the time in which this event is taking place, after two years of our first democratic elections, the first time to reconstruct and build our nation.
5. It reminds me of the book written by SJ Baloyi called "Ku Hluvuka, Ku Huma Evuhlongeni", which is a translation of Booker T. Washington - "Up From Slavery". Washington was a black American Slave, together with his nation they fought out of slavery. This reminds me of the plight of Africa as depicted by Ali Mazrui, well-known academic and writer. I will quote his words in Tsonga as written in his book. I quote:
6. "Ma-Afrika a hi vanhu lava nga xanisiwa ngopfu, kambe i vanhu lava nga xumbadziwa ematikweni ya vona tani hi tindlela to sukela ku xavisiwa tani hi mahlonga (slave trade), ku hlawuriwa hi rixaka na ku va vatekeriwa hansi etikweni ra vona, laha va nga tala kona".

7. A well-known Nigerian writer, Chinua Achebe further elaborates this state of slavery, when he says:
8. "This state of slavery prevent Africans from prospering and in the betterment of their lives, he spends his time striving for Western values and ends-up not civilised. It is of paramount importance for us all to understand this issue. It is also important for our new graduates to understand it, in order for them to work for this nation whole heartedly.
9. We may ask, "what does it mean to understand our present situation". It means what I'm going to say, and it will give us some challenges as from here. To rebuild a new nation, which I will call it "ku aka hivuntshwa ni nhluvukiso" (RDP), we must work together. For the fact that we have been invited here, coming from different sectors, i.e. irrespective of different political affiliations and status we can still come together like this. We must also support and guide these new graduates so that they can be able to do what they have been crowned for, for the past three years. To achieve this, my speech will focus on the following issues, as to how can we extend our helping hands to support the rebuilding of our divided nation. They are namely:
 - 1 The name "LEMANA", and its importance in our society.
 - 2 The issue of black languages, their status, in conjunction with other languages.
 3. To the graduates, and their responsibilities.
 4. To work and to work for others.
10. The discussion of these issues will remind us of the struggle of a black American, Booker Washington, in his speech in Atlanta on the 4th September 1895. He cited an example of a lost ship in the ocean, people from the lost ship asked for help from another ship, by asking water. Everytime when the lost sailors make a sign for asking water, the other sailors would say "lower your bucket where you are"
11. At last they obeyed, by lowering their bucket and instead of the salty sea water, they got the pure water from where the Amazon River meets the ocean. What is the importance of this example? It is that everyone must work/provide services in his mother land/birth place, create opportunities, rather than to go and look for

greener pastures afar. Take resources from afar and come and develop our local communities, than mopping everything, which are unnecessary.

1. THE NAME "LEMANA"

12. As some of us might know this word "Lemana" comes from the Swiss's lake, "Leman". The importance of this word is obvious, as a lake is a large area of water surrounded by land. The college leadership show its importance to the entire community it serves. Some years ago this college has produced people of high esteem through its excellence in education. Philosophy of education, arts and craft and humanity it combined together they form one complete human being. Though the political governance of the country interrupted the smooth operation of Lemana College, it didn't dry out the education this "Leman" lake has. Today our graduates show the passion to go to that direction. It is important that we sustain the light brought by the Swiss missioneries. During this time of cutting down a number of colleges of Education, it is imperative that we support these colleges task team in overseeing the future of this college. During this RDP era, are there no funds to build a monument of such a great institution?
13. What about the Swiss Mission Church, are they not interested in this project? We can get some answers if we can do some research into this matter. Some churches here in South Africa have interest in rebuilding their schools. It is a well-known fact that the Catholic Church has preserved its private schools, this helped to preserve education in them.
14. The initiatives taken by this college to offer Venda classes, have some positive effect in rebuilding our local community, after we have been segregated by the past regime through our ethnic groups. The J.M. Maluleke's writings called "where are we heading to?" highlight in details the pains and sorrow caused by the past regime on dividing people according to their ethnic groups. The division between the Tsongas (Shangaans) and the Vendas is vividly depicted by M.J. Magaisa's poem called "Xihimu". The writer says:
15. Only the name is left in our pride, It's a shame to witness a dejected hero. He further asks:

16. "Where is Chamano Magoro, our Mosotho brother? When his "hills" expose the emptiness of a white man":
17. These words show the trust and willingness of our people in the complete eradication of apartheid. Even from our recent past this college use to admit people from different ethnic groups.

2. **BLACK LANGUAGES, THEIR STATUS IN CONJUNCTION WITH OTHER LANGUAGES**

18. You cannot divorce language from its speakers. Its status is associated with its speakers. From the apartheid government the black languages were inferior from English and Afrikaans respectively. Our new constitution has elevated our black languages to be on par with other languages nationally. The onus is on the speakers of these languages to develop and upgrade them. The question is, are blacks willing to develop their languages? The answer is dependent on us blacks on our day-to-day life concerning our languages. Some black people regard the English language as superior to others. In some families, children are discouraged to speak their mother tongue, in preference to English. The danger of over-elevating the English language at the expense of other languages, is clearly explained by Prof. Ndebele, currently the University of the North rector:
19. "I think that we cannot afford to be uncritically complacent about the role and future of English in South Africa, for there are many reasons why it cannot be considered an innocent language. The problems of society will also be the problems of the dominant language of that society, since it is the carrier of a range of social perceptions, attitudes and goals. Through it, the speakers absorb entrenched attitudes. In this regard, the guilt of English then must be recognised and appreciated."
20. Yes English, like any other foreign languages in other African countries, it cannot unify black people. Sometimes it divides people according to their groups or status, some perceive themselves to be superior than others, simply because of clear command of English and their way of life. A clear example, a young boy called S'fiso Mahlangu, who spend four years with a "white" mother in England, and couldn't live (communicate) with his biological parents. This is the same as what

I've been told when the Swazi Language Board invited me last year. They said, a Tsonga child was sent to a white school. One day his father went to visit him, and he said to his teachers: "Come and meet my father. Unfortunately he is a Shangaan". The fortunate part is that his father realised the danger, and he immediately withdrew his child from that school.

21. The above said examples, demonstrate clearly the challenge and responsibility the black person has in respecting and appreciating himself, rather than relying on the English language. This brings a challenge to the primary teachers, who give the early initial education to a child, to entrench the value and importance of a mother tongue in the child. It is important to watch our day-to-day interactions. To send our kids to the so-called "multiracial" schools, and we teach other pupils in their mother tongue, this creates confusion to other people. During April this year there was a conference in Cape Town called "Seminara ya misava hikwayo ya Ririrmi eka Dyondzo eAfrika". Speakers emphasised the importance of using the mother tongue in the child's early learning. My words/concern was that, if we take kids to the so-called "white" schools, and tell people that their kids must learn through their mother tongue, how are these people going to trust our leadership? The conclusion was that, each person has got a choice over this issue, but the main question is why do people design something which, which they themselves will not associate with?
22. Teachers, graduates, education officials and the public at large, we need to look at this. Our leadership should be authentic and genuine. Examples that we can quote, from genuine leadership, is the leadership shown by Mr. Walter Sisulu and Dullah Omar, they stay in their own constituencies. Leaders should develop their own place, rather than go and stay in a developed suburbs. These practices are the one's that leads to black township being under-developed. This doesn't happen only here in South Africa or Africa alone. This is a common concern among blacks worldwide. To our graduates, we say "lower your bucket where you are", develop your communities, rather than going to stay in the developed suburbs.

3. THE GRADUATES AND THEIR RESPONSIBILITIES

23. The issue of our graduates responsibilities has been shown above. Each teacher should be a role model before he teaches. For his steadfastness in completing his

studies, it is a good sign. To those who came back to learning, after a short "stay-away" should be applauded as well, for their demonstration to show that it is never too late to be educated and that education is a means to an end not an end in itself.

24. It is important for the primary teacher to be careful in his/her work. To be careful in the language and the way he/her teaches. Gone are the days, where people must have an in-depth knowledge. A teacher must not master his/her subject only, but know the relationship between different subjects in the curriculum. These remind me of the way our black languages are degraded by some people, including education officials. It is important to understand that one subject cannot be taught in isolation, but it is part of the whole curriculum. If we have realised the importance of black languages and the subjects, then it is necessary to make the following examples. "Weed", it is explained as a plant which its importance is unknown. It applies to black languages, the problems is with the people who can't see its importance. It is now that South Africa is at war more than any other country in the world, except those countries who are in real wars. The humanity that we preach everyday, that it must sort things out, it lies solely in our tradition and its languages. If we have the wisdom to put our tradition before our education, things would be better, and the violence would decrease.
25. The way we teach, children should be taught to understand the whole universe in their mother tongue. It is said that the world has 4000-5000 languages, and Xitsonga is one of them.
26. Still on the teacher's responsibilities, it might happen that among our new graduates, some of you won't get employment from the government. This means that we must be self-employed, develop our areas, upgrade ourselves and help others. We have different relevant departments, where we can learn new skills and how to use our knowledge. This brings me to our last topic in my speech that is:

4. TO WORK AND WORK FOR OTHERS

27. In life it is important to have good practices and a good vision about life. Booker Washington, already mentioned in my speech, is a clear example of someone who worked for his community and leads it to freedom. Our president, N. Mandela is a clear example, Tsonga literature, H.E. Ntsan'wisi's "Mahlasela-hundza" explain

clearly the concept of solidarity. People are different. Some people's goals in life is to be rich / wealthy. This will make us deviate from our culture of humanity, where we use to live together, share resources etc. The onus is on us teachers to choose what is humanly right.

28. "Ku Hluvuka" and "Mahlasela-hundza", these two literature works clearly depict, the importance of homecraft work. Washington says this:
29. "A ku na rixaka leri nga humelelaka, loko ri nga tivi nkoka wa ku rima masimu, ku fana na ku tsala xiphatu. Hi fanele ku sungula emasunguleni ya vutomi, ku nga ri emahetelelweni, kumbe ku tshika maxangu ya angarha vutomi bya hina".
30. The vice chancellor, we can talk more about what is happening today, but I will end-up here today. I know that some people are worried that such an occasion should be addressed in English, gone are those days. It is important to use our own mother tongue, write books etc. Our action plans and responsibilities are clearly defined/obvious. The need to look into our leadership is also outlined. Lets show our support to the importance of completing a teacher's diploma by our day-to-day interactions. These includes in learning different languages that are found in SA. The law that governs the language board of SA emphasise multilingualism. Therefore, we must all learn to understand each other, through different languages, than one specific language.
31. Lastly, I want to emphasise the importance of respect and time consious. The old and the young must learn to respect each other. Young generations must understand that, no matter how educated they can be, the old generation will always be above them with knowledge in general.
32. According to me, to arrive late at any occasion, is to undermine other people's intergrity. At workplace, if we ignore our customers, to engage in our private business, it is a bad practice. People first, do as you want others do unto you.

I THANK YOU.

4.2.1 ANALYSIS OF SPEECH 1

The “who” parameter

The writer is a professor of Xitsonga and Head of the Department of Xitsonga at the University of the North (Turfloop). She is also a chairperson of the Pan South African Language Board. She is an author of several Xitsonga books such as “Guides for students” and other texts. This speech text exemplifies a well-structured piece of writing, which conforms to genres of its kind in terms of format, it has an identifiable opening, a middle with paragraphs which are inter-linked, and an ending. The example of this structure is observable from the introduction in paragraph 2 where the writer argues that **Eka muchaviseki mukhomela xandla xa Chanselara, eka mufundhisi, eka vayimeri va Ndzawulo ya Dyondzo va le Polokwane, valawuri va swifundza swa Giyani na Tzaneen, Mulanguteri wa xivandla xa Hlanganani... vayimeri va swichudeni, vaamukeri va tidipiloma, vatswari ni vuendzi hinkwabyo** (The honourable vice-chancellor, the Pastor, representative of the Department of Education from Polokwane, regional directors from Giyani and Tzaneen, Supervisor of Hlanganani region... the student representation council (SRC), diploma recipients, parents and all our guests.) This enables the reader to know the type of audience the text is directed to, and is a typical introduction to a speech.

The “what” parameter

The writer wrote this text in a response to an invitation to a graduation ceremony at Lemana Teacher Training College. It is a speech that is aimed at people who are going to start their careers as teachers of which some might find posts while others may not. This is exemplified in paragraph 26 where the writer argues that **hi nga rivali leswaku swa endleka leswaku van'wana va hina hi ambalaka namuntlha a hi nga thoriwi helo hi mfumo**. (It might happen that among our new graduates, some of you won't get employment from the Government). This serves as a fore warning and prepares the student to expect the worse.

The “to whom” parameter

The writer presented the text at a graduation ceremony of a teacher training college where the relatives, parents and other dignitaries were part of the recipients of the text. This is exhibited by paragraph 2, where the writer argues that **Eka muchaviseki mukhomela xandla xa Chanselara, eka mufundhisi, eka vayimeri va Ndzawulo ya Dyondzo va le**

Polokwane, valawuri va swifundza swa Giyani na Tzaneen, Mulanguteri wa xivandla xa Hlanganani, mufambisi wa vandla ra lava nga tsoniwa ku vona ra Rivoni, vameyara va Louis Tricahardt na Tzaneen, metironi wa xibedhlele xa Elim, mufambisi wa xitici xa maphorisa xa Waterval, vufambisi bya khomunithi ya Elim-Shirley, ntlawa wa kholichi wo langutela vumundzuku bya kholichi, vayimeri va swichudeni, vaamukeri va tidipiloma, vatswari ni vuendzi hinkwabyo (The honourable vice-chancellor, the Pastor, representative of the Department of Education from Polokwane, regional directors from Giyani and Tzaneen, Supervisor of Hlanganani region, Rivoni chairperson Institution for the blind, mayors of the Louis Tricahardt and Tzaneen, metron of Elim hospital the police commander of the Waterval police station. SANCO representative from the Elim-Shirley community, the college senate and the student representation council (SRC), diploma recipients, parents and all our guests.) This is the diversified audience, which the text was presented to.

The “for what” parameter

Recall that this parameter is basically concerned with communication between the writer and the reader. In this text the writer is concerned with the issues concerning the people's perception of the Democratic process brought in by the new democratic dispensation, hence she focuses on how people can extend their helping hand to support the rebuilding of the divided nation. She argues as follows in paragraph 9 **(1) Vito ra 'Lemana', ni nkoka wa kholichi leyi etikweni; (2) Mhaka ya tindzimi ta xintima ni xiyimo xa tona exikarhi ka tindzimi tin'wana, ni nkoka wa mhaka leyi; (3) Eka mathwasana, ntirho lowu va vitaneriweke wona; (4) Ku tirha ni ku tirhela.** [(1) The name "LEMANA", and its importance in our society; (2) The issue of black languages, their status, in conjunction with other languages; (3) To graduates, their responsibilities; (4) To work and to work for others.] This will also be dealt with extensively in the investigation of the cognitive move-structure section of this section.

The “why” parameter

Recall also that this parameter is exemplified by the underlying intentions or motives of the writer that may or may not be revealed by the functional purpose. The writer, as a Xitsonga Language Professor at a University, who is also responsible for the training of Xitsonga Language teachers herself, felt that it was incumbent of her to give an advisory note to the graduandi in the presence of their next of kin, parents and Departmental officials etc, in respect of what is expected of them as touch bearers in their respective

communities. She argues in paragraph 31 that **Xo hetelela ndzi lava ku tsundzuxa ehenhla ka timhaka timbirhi ta nkoka, ta ku xiximana ni ku hlayisa nkarhi. Lavakulu ni lavantsongo va fanele ku xiximana. Lavantsongo va fanele ku twisisa leswaku hambu va hlayile tibuku swinene, va nge tluli lavakulu kumbe vatswari va vona hi ntokoto. Ku hlwela etinhlengeletanwini ni kun'wana ni kun'wana hi ku twisisa ka mina i ku eyisa van'wana** (I want to sound a word of advice on two important issues in respect of time consciousness. Adults and young ones must learn to respect one another. The younger generation must understand that even though they might be learned, they are still inferior intuitively to their parents in general. According to my understanding, arriving late at meetings or other important occasions is to undermine the integrity of other people). This is the underlying message that the writer wanted to convey to the broader community.

The “writes” parameter

Functional sentence perspective: Information structure

(i) Topic-Comment analysis

This written speech exemplifies several instances where the sentence-initial expression functions as the topic of the sentence. The topic expression is sometimes complemented by a phrase or a clause that expresses or constitutes the comment to it. In paragraph 3 the writer argues that **Intsako eka mina ku nyikiwa nkarhi wo vulavula enhlengeletanwini ya xiyimo xa le henhla swongasi** (It is a great pleasure for me to be given this opportunity to address a gathering of this magnitude). The phrase **ya xiyimo xa le henhla swongasi** (of this magnitude) is a comment to the main topic **Intsako eka mina ku nyikiwa nkarhi wo vulavula enhlengeletanwini** (it is a pleasure for me to be given this opportunity to address a gathering). The text further exhibits this device in paragraph 12 when she argues that **Kholichi leyi yi tumbuluxile vafambisi va matimba swinene hi tidyondzo ta yona leti ati kongoma ku dyondzisa munhu linkwaye ka yena** (This college has produced powerful leaders through its type of education, which was focusing on educating a person in totality). The main topic of this sentence is **Kholichi leyi yi tumbuluxile vafambisi va matimba swinene hi tidyondzo ta yona** (This college has produced powerful leaders through its type of education). The following phrase is a comment thereof **leti ati kongoma ku dyondzisa munhu linkwaye ka yena** (which was focusing on educating a person as a whole). This device assists the reader in knowing more about the main topic.

(ii) Topic-continuity

Topic-continuity in the text is accomplished through the noun phrases which receive mention repeatedly in the text. The writer uses phrases which refer to **dyondzisa munhu hinkwaye ka yena** (teaching a person as a totality) in a different ways. She says this in paragraph 24 **vanhu va fanele ku va ni vutivi byo anama** (people should have a broad knowledge). She further argues that **mudyondzisi u fanele ku va anga tivi swa tidyondzo ta ntlawa wa yena ntsena, kambe a tiva ni swa mintlawa yinwana** (A teacher must not only know the content of his/her grades, but he/she should know the content of other grades as well). This assists the reader to broaden his/her knowledge about the issues concerning the topic without forgetting the theme thereof.

(iii) Topic-structure analysis

The main topic of this text is **Kholichi leyi yi tumbuluxile vafambisi va matimba swinene hi tidyondzo ta yona leti ati kongoma ku dyondzisa munhu linkwaye ka yena** (This college has produced powerful leaders through its type of education, which was focusing on educating a person as a whole). This main topic is supported by various subtopics and captions, which appear in the text. This is exemplified by the following extracts from the texts in paragraph 23 **Mudyondzisi hi yexe u fanele ku va dyondzo eka van'wana, a nga si sungula ni ku dyondzisa.** (A teacher should be a role model to the community before he begins his teaching career). The teacher under discussion can only achieve this if he/she has been educated in totality. The speaker gives a word of advice related to the topic in paragraph 31 when she argues that **lavakulu ni lavatsongo va fanele ku xiximana** (There should be a mutual respect between the young and the old). This can only be achieved if a person has been educated as a whole. Most paragraphs in this text exhibit this character. This device harnesses the reader's attention to the common theme of the text.

(iv) Given-New information

Given-new information relates to the question of which information is given or already known to the reader, and which is brand new or unused information. The core idea of this text is **Kholichi leyi yi tumbuluxile vafambisi va matimba swinene hi tidyondzo ta yona leti ati kongoma ku dyondzisa munhu linkwaye ka yena** (This college has

produced powerful leaders through the type of education, which was focusing on educating a person as a whole). This information represents the information that is given to the reader. It is this given information that attracts the reader to the text, inviting or challenging him/her to read the new information which justifies the given information in the text. The mind of the reader is directed to the new information, which will be supported by the given information. The problems and solutions written in the text give a further explanation of what the reader already knows. Usually, most readers enjoy reading texts that present a problem. What these readers are interested in are the solutions to the problem. The solution to the problem expressed by the main topic given above, is that of the "whole person having to be educated in totality". The writer further presents a solution to it by giving a word of advice to the graduandi and the audience in paragraph 31 when she states that **Xo hetelela ndzi lava ku tsundzuxa ehenhla ka timhaka timbirhi ta nkoka, ta ku xiximana ni ku hlayisa nkarhi. Lavakulu ni lavantsongo va fanele ku xiximana.** (Lastly, I wish to give a word of advice on two important matters, that of time consciousness and mutual respect between the young generation and the old). This enhances the education of an individual as a complete whole or as a totality. This device enables the reader to read the text with the main idea in mind and causes him to be focused right through the text. It creates unity of theme.

(v) Theme-rheme relations

Theme-rheme relations are exemplified in a range of sentences in this text. The reader will notice that this property overlaps closely with the one on Topic-comment analysis, as this is explained in the definitions of these two aspects at the beginning of this chapter. This device is exemplified in the following caption in paragraph 12 **Tidyondzo ta nhloko, ni mintirho ya mavoko ni mahanyele ni vumunhu, loko swi hlanganile swi vumba munhu loyi a hetisekeke.** (Psychology, Arts and Crafts and proper personal conduct, when combined, create a balanced personality). The main topic of this sentence is **Tidyondzo ta nhloko, ni mintirho ya mavoko ni mahanyele ni vumunhu** (Psychology, Arts and Crafts and proper personal conduct) is the theme. The complementary phrase **loko swi hlanganile swi vumba munhu loyi a hetisekeke** (when combined, create a balanced personality) is the rheme. This device creates the required condition for the reader to have a proper understanding of the topic while following the chronology of the text.

(vi) Focus-presupposition relations

In the text, the reader will notice that there is information that is highlighted, and information which is assumed, foregrounded or presupposed. In the following examples from the text, the writer makes use of pronouns in order to present some foregrounded information. Paragraph 3 **Leswi vanga swona namuntlha** (what they are today). The pronoun **swona** (are/became) presupposes the above-mentioned statement when she states that **Mathwasana ya hina lawaya ya taka ya ta hlambanya ku tinyiketa ka wona ku tirhela rixaka** (our graduandi who are going to take an oath to serve the nation). She states that **va leswi va nga Xiswona** (they are what they are or what they have become) because of the support they received from their parents and the broader community. She further uses the proverb **Manhu i munhu hi vanwana vanhu** (a person is what he or she is because of other persons). The pronoun **vanwana vanhu** (other people) foregrounds the statement she made earlier that **muwumbi wa yena, vatswari va yena, kunwe ni vanhu hinkwavo lava a hanyaka na vona** (his/her creator, his/her parents, together with all the people he/she lives with). This device helps the writer to reinforce what he/she wants to focus on.

(vii) Text cohesion

The reader will recall that the aspect of cohesion relates to factors which contribute to the chronological appearance of the text. These factors include: reference; substitution; ellipsis; conjunction; repetition; inclusion and collocation, some of which may not occur in this particular text under discussion.

(a) Reference

In this text many paragraphs are preceded by references. The following expressions exhibit the reference marker in paragraph 7 **Xiyimo lexi** (this situation). This refers to the issues previously mentioned in paragraph 5 when the writer states that **ndzi ta tshaha marito ya yena hi Xinghezi, hi laha ya nga tsariwa ha kona uri**: "while Africans are not the most brutalised of peoples, they are probably the most humiliated in history in ways that range from slave trade to being segregated and treated as third-class citizens in parts of their own continent to the present day, in spite of being numerically in the majority" (I will quote his words verbatim in English) An example of reference is further exhibited in

paragraph 13 when the writer argues the **leswi hinkwaswo** (all these) where the writer refers to rhetorical questions she asked earlier when she said **Xana eka nkarhi lowu wa RDP, a tikona tindlela to kuma Xuma xo dzima ndhawu leyi yi va monyumente ya mintirho ya yona leya nkoka swonghasi? Xana kereke ya swisa yona yi nge vi na ntsakelo eka mhaka leyi ke?** (At this time of RDP, are there no funds set aside for the erection of a monument at this place? Are the Swiss missionaries not going to be excited about this?) This device helps the writer to minimise his/her text. This device enables the writer to be more direct and to the point.

(b) Comparative cohesion and substitution

Comparative cohesion and substitution interact closely. Both comparative cohesion and substitution are used simultaneously in the following example in paragraph 9 when the writer argues that **hi rhambiwele hi mintlawe leyi yi nga kona laha** (we are invited in our groups present here). This statement compares and also substitutes the groups such as **vayimeri va mfumo, va dyondzo, vatswari, sweawo-sweswo** (representative from different departments, from department of Education, parents, etc). The text further exemplifies comparison and substitution in paragraph 11 when the writer states that **ematshanwini ya mati layo dzunga ya lwandle** (instead of the salt water from the sea). This statement compares the salt water from the sea and sweet water from the river and also substitutes the names of the sea and river in comparison. The statement also emphasises the differences between the two issues compared. This device assists the writer to minimise words and avoid repetition, it assist the writer to be short and to the point.

(c) Conjunctions

The writer uses conjunctions to emphasise differences in paragraph 3 where she states **Vatswari ni vuendzi hinkwabyo** (parents and all our guests). The conjunctive **ni** (and) is used to compare the differences between these guests. The writer further uses this device in paragraph 3 when she states that **Munhu unwana ni unwana** (each and every person). She also uses this device in the following sentence in paragraph 18 to connect two phrases **ririmi a ri hambaniseki ni vavulavuri va rona** (a language is inseparable with the speakers). The conjunct **va** (with) was used to connect these two phrases.

(d) Demonstratives

The writer also uses demonstratives frequently in order to establish nominal links or link to sentence constructions in the text. The following demonstratives appear with the nouns they modify in the text. The writer uses demonstratives in paragraph 5 when she states that **leswi na swona** (these also). She further uses this device in a similar manner in paragraph 24 when she states **leyi mhaka** (this problem). She has used this device as a nominal link to other sentences or paragraphs. She also uses this device as a means of adding more emphasis, like in paragraph 7 and 24 **Xiyimo lexi** (this position) and **vumunhu lebyi** (this personality). The reader can easily realise that the writer wants to emphasise this character trait or issue.

(e) Repetition

The writer uses repetition of several phrases and words in the text mainly for emphasis. She makes use of the phrase **munhu i munhu hi vanwana vanhu** (a person is what he/she is because of other people). This is an idiomatic expression which the writer uses to emphasise that the graduandi have achieved their goals not because of the popular phrase such as “self-made” person but because of the support they received from parents, community, etc. The writer uses repetition of the phrase **Xiyimo lexi** (this situation) to refer to different situations many times. The first use of **xiyimo lexi** (this situation) is where the writer refers to Booke TT Washington’s reference to slavery and its emancipation, she does this repeatedly. She further uses **xiyimo lexi** (this situation) when she refers to a situation where the black elite looks down upon their black mother tongue and prefer to speak languages such as English or French. She refers to this situation in both instances, in a repeated way, to emphasise this kind of an unfortunate situation.

Text coherence

Recall that the aspect of text coherence contributes to the identification of the structure of the text and its chronology. In discussing coherence in this text, the following factors will be explored: the non-linguistic bases of coherence, the discourse theme, elements of subordination and coordination; and the use of inferences.

(a) Non-linguistic bases of coherence

In this regard the reader, through his or her knowledge of writing conventions, manages to understand and identify the structure of the text and its chronology. The reader of this text can easily follow what is written in, due to the conventions that are set for the writing of a speech to be delivered at a function of this magnitude and by a guest speaker for the keynote address. For example, the text begins with a formal greeting and acknowledgement of certain groups of people, followed by paragraphs dealing with different issues related to the main topic, and lastly the concluding remarks which summarise the whole text. This aspect shall be dealt with in detail under cognitive move-structure in this study.

(b) Relevance

If the writer succeeds to write a text chronologically, it opens the possibility for the reader to identify some links in the text, which will relate to his or her past experiences. When the writer argues in paragraph 3 that **munhu unwana ni unwana u va leswi anga swona hikwalaho ka mumbi wa yena, vatswari va yena, kunwe ni vanhu hinkwavo lava a hanyaka na vona** (each and every person becomes what he/she is because of his/her creator/God, his/her parents, together with all the people he/she lives with). This statement becomes relevant because some people call themselves "self-made" people, forgetting about the community they live in. Some go to the extent of going away from such a community, leaving their parents behind to concentrate at their own close family, i.e. wife/husband and siblings. The writer further argues in paragraph 18 that **ririmi ra xinghezi ri tekeriwa ehenhla swinene hi vantima vanwana. Emindyangwini yinwana vana a va ha vulavurisiwi ririmi ra Xintu, va vulavula Xinghezi?** (The English language is held in high esteem by some blacks. In some household children no longer communicate in their mother tongue, they speak English). This is very relevant to the present day situation. Most blacks migrated from their homelands to cities that were formerly meant for "whites" then they speak the "lingua franca" of that community, i.e. English, in the schools, streets and their homes. This device prompts the reader to be self-critical as to whether he/she is being addressed by the text or not.

(c) Elements of subordination and co-ordination

As regards the aspect of subordination and coordination, text analysis involves the issues of comparison and restatement. The issue of comparison will first be discussed briefly as it overlaps with the aspect of comparative cohesion discussed earlier under the section of text cohesion. One prominent example of comparison occurs in paragraph 11, where the writer compares sea water and river water according to their tastes. She states that **kutani ematshanwini ya mati layo dzunga ya lwandle, bakiti ri vuya ni mati yo nandziha swinene ya laha nambu wa Amazon awu Cheleta lwandle kona** (then instead of salty sea water, the bucket came with sweet river water from Amazon river at the mouth of the sea). The writer further employs comparison in paragraph 20 when she states that **nkarhi wunwana ri avanyisa vanhu hi mintlawwa** (It sometimes segregates people according to their groups.) A language becomes a dividing factor if one group is separated from the other because of knowledge of the language. She further says **Vanwana va tivona va antswa ku tlula van'wana hikokwalaho ka vutivi bya vona bya Xinghezi ni mahanyelo ya Xilungu** (some see themselves as better than others because of their knowledge of English and their adoption of the English culture). The writer uses this cohesion marker throughout the text in order to emphasise the difference between two differing issues. This feature therefore contributes to the chronological flow of the text.

The second element of subordination and coordination is restatement. This feature overlaps closely with the feature of repetition discussed under text cohesion above. In terms of restatement, consideration is given to restated words, phrases, clauses or elements in the text and why the writer uses them. This happens to be a similar situation to the aspect of repetition. For example, the following words were repeated several times in the text **Xiyimo lexi** (this situation) referring to negligence of black languages and also slavery as depicted by Booker T Washington and the fight against slavery. The writer also emphasized the word **vumunhu lebyi** (this personality). The reasons for this repetition could be that the writer wants the reader to realize the importance of these issues, in everyday life, and also to keep the theme flowing through the text.

(d) Use of inferences

Inferencing, which is strongly constrained by the structure of the text, plays a major role as a coherence-creating mechanism. Inferencing is required to connect new information and

the information already stored in the mind of the reader. In this text there are some identifiable elements of inferences which contribute to the overall sequence of the text. In paragraph 19 the writer argues that **xivutiso iku xana vantima va switsakela ku hluvukisa tindzimi tavona ke?** (The question is, do blacks like to develop their indigenous languages?). She further states **Ririmi ra Xinghezi ri tekeriwa ehenhla swinene hi vantima vanwana** (the English language is being held esteem by other blacks). And she further elaborates by stating that **Emindyangwini yinwana vana ava ha vulavurisiwi ririmi ra Xintu, va vulavula xinghezi** (in other families children no longer communicate through the medium of black languages, but English.) The writer has this to comment about this as inference to **nhlamulo hi yi vona eka maendlelo ya siku na siku ya vantima mayelana na tindzimi ta vona** (The answer is that we see everyday events by blacks with regard to their languages). The everyday actions the writer is refers to is about the looking down on their own language and holding English in esteem, and also their speaking this language in their homes with their families. Considering the inferences above, the writer has succeeded in linking the paragraphs well, while maintaining the theme of the text throughout.

(e) Rhetorical patterns within coherence

The major rhetorical pattern identifiable in this text is the problem-solution pattern. The writer presents a very serious problem of the over-use of the English language in paragraph 18 when she argues that **ririmi ra xinghezi ri tekeriwa ehenhla swinene hi vantima vanwana. Emindyangwini yinwana vana a va ha vulavurisiwi ririmi ra xintu, va vulavula xinghezi** (The English language is held in high esteem by some blacks. In some households children no longer communicate through the medium of their mother tongue, but through English). This is a real problem and the solution to this problem is found in the next paragraph where the writer argues that **mudyondzisi wa purayimari, loyi a nyikaka n'wana masungulo eka tidyondzo ta yena, u ni ntirho wukulukumba wo hletela n'wana loyi ku simeka eka yena ririmi ra manana ni nkoka wa rona**. (The primary teacher, who is giving the child the Educational foundation, has a fundamental task of implanting in this child the importance of the mother tongue and its value). This serves as a solution to the language problem.

The rhetorical pattern of cause-effect is also observed in the following paragraph where the writer argues that **Eka mfumo lowu nga hundza, hi nawu wa tiko, tindzimi ta**

xintima a ti ri hansi ka xinghezi ni xibunu (During the former government, the law of this country was that black languages were inferior to English and Afrikaans) [cause]. In the new dispensation, the writer argues that **Vumbiwa lerintshwa ra tiko ra Afrika-Dzonga ri tlakusile tindzimi ta xintima tiva ta ximfumo etikweri hirkwaro** (The new constitution of South African has upgraded all black languages to become official languages in the whole country) [effect]. The coherent structuring of this text contributes to give the reader a greater understanding of the cause and effect of the situation in this text.

The lexicon

Lexical choice as a reflection of communicative purpose is the area of text analysis concerned with the choice of lexical items for example verbs, nouns and sentence-initial elements which the writer uses in the text in order to achieve a specific communicative purpose.

(i) Choice of sentence-initial elements

The choice of sentence-initial elements contributes to the interaction between the reader and the writer. Once the reader reads the initial expression of the sentence, he/she automatically builds a mental model about what the writer will talk about in the text. For example, when the writer begins his caption with **Xihimu ku lo sala vito ntsena** (only the name, Xihimu is left). The reader can already make an assumption that a negative statement reflecting such a misfortune is about to follow. On the other hand, when the writer begins a sentence with the following phrase, in paragraph 3 **I ntsako lowukula eka mina** (It is a great pleasure for me). The reader can already make an assumption that a positive statement reflecting such a privileged opportunity is about to follow. The writer uses these statements with the aim of presenting differences in a unique manner. The manner in which the writer begins the sentences, contributes well to acceptable conventions of text construction, as well as the reader's understanding of the text.

(ii) Choice of lexical items and phrases

In this text the writer uses the phrase **I ntsako lowukula eka mina** (It is a great pleasure for me). This choice of words causes the officials of the ceremony to be at ease and also to be appreciative to be honoured by a speaker of this calibre. The writer further uses the words **munhu un'wana ni un'wana u va leswi a nga swona hikwalaho ka Muvumbi wa**

yena, vatswari va yena, kun'we ni vanhu hikhwavo lava a hanyaka na vona. (Each and every person becomes what he/she is because of his/her Creator/God, his/her parents, together with all the people he/she lives with). With these words the writer wants to emphasize the fact that a person is indebted to reciprocate good things by ploughing back through servicing the people from the same community where he/she comes from. The writer concludes her text by stating that **lavakulu ni lavantsongo va fanele ku xiximana** (The young and the old must respect one another). In this phrase, the writer tries to argue that the old, i.e. the parents have already displayed respect towards the young because they have fulfilled their obligation of bringing their children up, send them to school, and see them through tertiary Education until they graduate today, so it is incumbent of them (the young ones) to reciprocate by supporting them through working within the communities they came from and develop their communities both materially and educationally. The choice of words or lexical items enables the writer to use her own style to achieve her intended objectives.

(iii) Cognitive move-structure

The writer uses certain structural moves in order to achieve his or her communicative purposes. In a genre like this text under discussion, a number of moves can be established by examining the discourse of the text.

Move 1: Greetings and acknowledgements.

The writer begins her text by greeting the programme director and acknowledging the people attending the ceremony by mentioning their status as a form of recognising their presence within the audience. The following extracts from paragraph 2 when she states that **Eka muchaviseki mukhomela xandla xa Chanselara, eka mufundhisi, eka vayimeri va Ndzawulo ya Dyondzo va le Polokwane ...vaamukeri va tidipiloma, vatswari ni vuendzi hinkwabyo.** (To the honorable vice-chancellor, minister of Religion, to the representative of the Department of Education from Polokwane... to the diplomandi, parents and all our guests). This forms the introductory part of the text.

Move 2: The name "Lemana" and its significance

The writer gives the origin of the name "Lemana" and its significance in our communities. In paragraph 12 the writer states that the name "Lemana" was named after the Swiss's lake "Leman". The significance of this lake is that all those who are thirsty quench their thirst

from the water out of this lake. The significance of this college is that in paragraph 12 the writer states that **Eka malembe layo tala kholichi leyi yi tumbuluxile vafambisi va matimba swinene hi tidyondzo ta yona leti a ti kongoma ku dyondzisa munhu hinkwaye ka yena.** (For all those past years, this college has produced powerful leaders through its education, which focuses on educating the person as a totality. This part forms another section of the text but being part of the introduction. It seeks to classify the audience as to what the name "Lemana" means as they have gathered in that college "Lemana".

Move 3: The status and significance of African languages within other languages and the reaction of the speakers of these languages. She writes in paragraph 18 that **ririmi ra xinghezi ri tekeriwa ehenhla swinene hi vantima vanwana. Emindyangwini yinwana vana a va ha vulavurisiwi ririmi ra xintu, va vulavula xinghezi** (The English language is held esteem by some blacks. In some household children no longer communicate through the medium of mother tongue but English). She further gives us a solution to this problem by referring to the constitution of our country when she states that **Vumbiwa lerintshwa ra tiko ra Afrika-Dzonga ri tlakusile tindzimi ta xintima tiva ta ximfumo etikweri hinkwaro** (The new constitution of South Africa has upgraded all black languages to become official languages in the whole country). All the African languages are now in par with English and Afrikaans, which were the only official languages of South Africa. This move seeks to clarify the reader about the position of African languages in the new dispensation.

Move 4: The graduandi and their responsibilities

The writer depicts a prospective teacher as a role model in the whole community. She comments in paragraph 23 that **Mudyondzisi hi yexe u fanele ku va dyondzo eka van'wana, a nga si sungula ni ku dyondzisa.** (The teacher should be a role model in the community, before he/she even starts teaching). She further argues that **mudyondzisi u fanele ku va anga tirhi swa tidyondzo ta ntlawa wa yena ntsena, kambe a tirha ni swa mintlawwa yinwana, a twisisa ni ku fambelana ka tidyondzo to hambana eka kharikhulamu** (The teacher must not only know the work of the Grades that he/she teaches, but all the work in other grades as well, he/she should understand the interrelation of these subject in the curriculum). If the teacher can master this he/she could also become a teacher beyond the classroom, he/she could be an asset to the whole

community. This move has further taken us to another level where focus was on the expected quality of our teachers.

Move 5: To work and work for others.

The writer cites a situation where people should be unselfish and work for the benefit of others. She cites Booker T Washing who worked very hard for the emancipation of slavery. In paragraph 27 she states that **Booker Washington loyi hi veke hi vulavuleke ha yena i xikombiso xinene xo tirhela rixaka a ri fambisa ri ya eka nttshunxeko.** (Booker T Washington is a good example of a person who worked for the nation and led it toward emancipation of slavery). She further quotes this by citing in paragraph 27 **Mupuresidente wa tiko ra hina Mandela na yena i xikombiso lexinene.** (The President of our Country, Nelson Mandela is also a good example of this). These people are good examples of people who worked unselfishly for their countries, so the graduandi should emulate them in their entire profession. This move has taken the reader to another level where people should not be selfish but be selfless and work for the nation.

Move 6: Concluding remarks

The writer concludes by repeating all that she was stating in a very dramatic and advisory note. In paragraph 31 she states that **ndzi lava ku tsundzuxa ehenhla ka timhaka timbirhi ta nkoka, ta ku xiximana ni ku hlayisa nkarhi. Lavakulu ni lavantsongo va fanele ku xiximana.** (I want to second a word of advice on two important issues that of mutual respect and time conscious. Younger generation and old should respect one another). This becomes the core philosophy of her keynote address to the graduandi, and it should override everything she said that day. She further elaborates on this in paragraph 31 when she argues that **Lavantsongo va fanele ku twisisa leswaku hambi va hlayile tibuku swinene, va nge tluli lavakulu kumbe vatswari va vona hi ntokoto.** (The younger generation should understand that although they are educated, they would never bypass their parents with experience of life/intuitive knowledge). After saying this, the writer concludes by saying **inkomu** (thank you). This concludes the text.

The moves cited in this text succeeded to indicate the core issues discussed in the text and how they are inter-related to the unity of the text as a whole.

4.3 SPEECH 2 : SENATOR TGG MASHAMBA

1. Eka Mutshami-wa-Xitulu, ndzi lava ku kombisa leswaku andzi nga 'Khulumi' tani hi leswi muchaviseki Senator a a vulaka swona. Xo sungula ndzi rhandza ku khensa muchaviseki Holobyе eka mpimanyeto wa yena wa timali. Tani hi leswi swi nga rivaleni leswaku hina va Senatara a hi weli eka wona Ntlawa wa 'National Assembly' na kona a hi na rito ehenhla ka timhaka leti khumbaneke na timali, munhu anga hlambanyisa leswaku i ntiyiso, hi tlhelo ra mpimanyeto wa timali, mali leyi nyikiweke ndzawulo leyi i yitsongoswinene.
2. Empimanyeto lowu andlariweke a wu anga fikeleriwi, kambe ndzi nga si enghena ka sweswo, ndzi rhandza ku kombisa ku hambana loku nga kona exikarhi ka mintlangu na tipolitiki, i nkumbetelo. Xana Politiki incini?. Ndzi na ku tshemba leswaku hinkwerhu laha hi nga kona laha xikan'we na vanhu hinkwavo va tiko leri ehandle ka yindlu leyi vatsakela ku tiva leswaku mighanga yi vumbisiwile ku yini na swona yi fambisiwa ku yini. (va nghenelela) Musinetara a anga lavi ku yingisa leswi ndzi lavaka ku vula. Ndzi ta enghena eka mbulavulo wa Holobyе.
3. Laha a ndzi tsakela ku va ndzi ta vulavula hi "affirmative action" mayelana na timhaka ta vanhu va le ka ti "rural area" na le mapurasini, "affirmative action" mayelana na timhaka ta "recreation".
4. Mayelana ni "affirmative action" ndza tshemba swa antswa ku lemuka xilo xin'we. Tani hi leswi Holobyе a vuleke ku sunguleni, a swi vuli leswaku hi fanele ku teka vantima, mabusumana na makula hi va tlangisa Rugby, hi ta va hi tilulamisela ku hluleka. "Affirmative action" tani hi leswi yi hlamuseriweke hi ku vula ka "sangala" eka mpimanyeto lowu wa timali, swivula leswaku hi fanele ku huma hi ya swikomupurasi, na le matiko-xikaya hi ya vuyetela ku xiximeka na vumunhu bya vanhu eka tindzhawu letiya. Eka nkarhi lowu hundzeke wa xihlawu-hlawu vanhu va le swikomupulasi na matiko-xikaya a va xixima xiyimo va hundzuka mintlawe-ntlawa ya vatirhi emapurasini, etimayinini na le tifemeni. A swi nga ehleketeriwi leswaku vanhu lava a va fanelanga ku tirha ntsena, kambe va fanele va kuma na swona swakudya, swakuambala na vutshamo, na leswaku vafanele ku va na swihungati.

5. Hikwalaho ka leswi, a ku ri hava tindhawu ta mintlango eswikopulasi na le matiko-xikaya. A ku ri hava loyi a a rhandza ku tiva matshamelo hindlela ya mintlangu etindhawini leti. Loko munhu a lunguta emighangeni, munhu a a ta vona leswaku eka muganga wun'wana na wun'wana a wu ta kuma e "bottle store" kumbe bara. Leswi a swi tekiwa swiri swona swihungasi swa vanhu vaka hina ematiko-xikaya na leswikomuparasi. Sweswi ndzi vulavulaka, u ta kuma leswaku emighangeni vaboti na vasesi va hina lavatsongo, na vamanana va hina lava vanuna va vona va nga riki eku suhani, va tirhaka timayinini, va tilavela vuhungasi eka "tibottle stores" na tibara leti. Empimanyeto lowu bohiweke wu ta teka nkarhi wo leha ku antswisa xiyimo lexi. Ndzi vula leswi hikuva ndza tsundzuka, ku nga ri khale ngopfu loko ndza ha ri jaha (vanghenelela).
6. A hi famba hi khandziya magava, hi thya ncuva, hi famba hi ya eku khideni milambu ya ha khuluka kahle, a hi famba hi ya ba swibakele, a hi famba hi ya eku hloteni, a hi famba hi tlanga mintlangu yo tala ngopfu, kambe sweswi, tanihi laha mi tivaka hakona, milambu yi phyile. A ndzi tivi leswaku swi endliwa hi yini. Hambi yi ri mpfula na yona a yi fambile kumbe a yi chava "apartheid". Vana va sweswi a va ha swi tivi ku khida. Tihomu a ta ha ri kona. Timhaka ta ku lerhisa magava a ta ha ri kona. Sweswi ku hlota na kona a ka ha ri kona. Vana va namunthla ku hlota a va swi tivi. Sweswi vana va namunthla a va swi tivi ku rhiya na ku cingela timhangela. Vana va namunthla, vaxisati na vaxinuna, va kula va tiva leswaku vakokwa wa vona a va nga swi tivi leswaku ku na "recreation". Loko va ehleketa timhaka teto nkarhi hinkwawo va ehleketa hi leswi a swi endliwa hi valungu, swilo swo fana na "football" na "rugby".
7. Hambirwiritano ndza tsaka loko namunthla eka "budget speech" lexi swi kombiwa kahle leswaku ku ta va na ku lavisisa na ku kurisa mintlangu liya ya xikhale. Ndza kholwa Holobye u ta ya emahlweni a vona leswaku mintlangu leyi ya hina ya ntumbuluko ya laha "South Africa" na yona yi kota ku ya fika kwale ka tiolimpiki. Ndza swi tiva leswaku leswi swi ta teka nkarhi wo leha ngopfu, kambe ndza tsaka namuntla loko hi kuma leswaku eka xipichi lexi Holobye wa swi twisisa leswaku hi ta fanela ku hi languta timhaka leti.
8. Ndza tiyisisa hi mpela leswaku eka "affirmative action" leyi a nge u lava ku yi endla swi tiya leswaku ku va ku akiwa ti "facilities" leti ti tiyeke ku nga ri emadorobeni

ntsena, kambe na kwale makaya. Ndza kholwa leswaku Khabinete yi ta swi twisisa leswaku Holobye wa "sports na recreation" u ta lava ku va a pfuniwa hi mali yo tala ngopfu hikuva munhu loyi a nga koteki ku tlanga, a nga ngheneki eka swipotso u hundzuka xinghunghumani, a nga ha vi munhu. Leswi ha swi tiva leswaku swa pfuna hi tindlela to talahikuva laha ahi ta fanela ku va hi aka titliniki swidakwa leswi swi nwaka mabyala a swi ta ya eka tindhawu to "recreata". Loko munhu a ri karhi a tiolola, a karhi a nghena eka swipotso, mavabyi yo talatala ya ta fambela ethlelo.

9. Mhaka yin'wana leyi ndzi lavaka ku vulavula hi yona hi leswaku loko ho kota ku endla leswi, eka malembe lama ma taka loko hi ya eka tiolimpiki hi ta va hi ri na vanhu vo tala lava va nga ta va va huma eka ti "villages" na le ka ti "townships". Sweswi vanhu lava va nga ta ya eka tiolimpiki a va talangi. Va ta va va ri valungu na vantima vantsongo lava va nga na "lucky" nyana, vana va ti "middle classes" hikuva lomuya ka hina loko n'wana a kula hinkwaswo leswi a nga swi tivi, u ya a ya hlangana na swona eka ti "high school" kumbe eka tiyunivhesithi. Ndza tshemba leswaku Holobye u ta endla "foundation" ya ku va hi kota ku va na swipotso na "recreation" leswi swi nga ta va swa un'wana ni un'wana laha tikweni ra ka hina.
10. Loko ndzi vurile sweswo, ndzi lava ku tlhelela eka mhaka liya a yi ndzi kanganyisile leyi a ndzi lava ku sungula hi yona. Ndza kholwa swa laveka leswaku hi twisisa leswi hi vulavulaka hi swona. Swa hlamarisa loko munhu wa NP namunthla a ndzi byela leswaku ndzi nga teki tipolitiki ndzi ti nghenisa eka swipotso. Swa hlamarisa loko a ku namunthla vanhu va tsandzekile ku ya nghenela mphikizano wa tiolimpiki hinkwalaho ka timhaka ta ANC. Swa ndzi hlamarisa sweswo.
11. Xosungula, i mani a nga endla leswaku "majorrity" ya vanhu laha tikweni va va va nga swi koti ku va va tlanga swipotso. Loyi a nga endla, tanihi laha ndzi nga vula hakona leswaku le ka ti "villages" ni le ka ti "townships" ku nga vi na ti "facilities?" A ndzi kholwi leswaku i ANC. Hi ta va hi nga vulavuli ntiyiso.
12. Xavumbirhi, ANC a yi nga fositeli ku "military conscriptio" yi nghena eka uMkhonto weSizwe. Vanhu a va tiyela. Van'wana i vanhu va swipotso. Van'wana i vanhu va tikereke. Van'wana a va tekile, van'wana va nga tekangi. Van'wana a va ri valungu. Van'wana a va ri vaNtima. Van'wana a va ri vana, tanihi lava va nga

kwata hi 1976. A ku kona laha ku nga na rhekodo leyi yi nge ANC yi fambe yi fositela vanhu leswaku va ya joyina MK, a swi kona sweswo.

13. Kutani loko va ku hi tshika tipolitiki a ndzi tivi ku swi vurisa ku yini. Vanhu hinkwavo lava ndzi nga va hlaya i vanhu lava va nga vona ku leswi hi tshamisaka xiswona laha tikweni, a hi tshamangi tani hi vanhu kambe hi tshame tani hi swiharhi, kutani swa antswa ku va hi swi lwisa. Tani hilaha ndzi nga hlamusela hakona, politiki a hi nchumu kambe mhaka yikulu i ku laha tikweni hi tshamise ku yini, swilo swa hina hi swi fambisisa ku yini, swilo swa kona i yini xana? I timhaka tadyondzo, timhaka ta swipotso, timhaka ta rihanyo, timhaka ta swamabindzu, na swin'wana ni swin'wana, hikuva loko hi lava ku vulavula ntiyiso xana hi endla yini laha Palamendhe?
14. Hi na "Ministry" ya swipotso. Leswi swi vulaka leswaku hina hi ti "politicians" hi "decida" leswaku ku fanele ku endliwa yini. Hi na "Ministry" ya "Education". Hi ti "politicians" laha, hi hina hi fanelaka ku "decida" leswaku vanhu va fanele ku hola mali muni, swikolo swi akiwa kwihi, ku akiwa swikolo swa njhani.
15. Hi laha Palamende hi ri ti "politicians". Hi vulavula hi timhaka ta ti "minerals", hi vulavula hi timhaka ta "trade" hi ri ti "politicians", swilo leswi va NP na DP a va karhi va swi endla kwala Palamendhe yaleyi, ANC yi nga ri kona. Xana a va nga ngheneleli eka timhaka ta swipotso ke? Xana a va nga ngheni aka timhaka ta dyondzo ke? A vo vulavula tipolitiki va nga swi khumbi hinkwaswo leswi ke? Hi pasisa milawu kwala mayelana na vatirhi, timhaka ta "labour," na timhaka ta "industry". Ndzi ta ku leswi iku ku ntsongo loko hi ehleketa leswaku hi nga ta hi ta tshama laha Palamendhe hi nga vulavuli nchumu hi leswi swi humelelaka "in the ocean" a swi khumbi tipolitiki, leswi swi humelelaka eGugulethu a swi khumbi tipolitiki, le ku tlangiwaka bolo a hi tipolitiki, le ku khongeriwaka kona a hi tipolitiki, le swikolweni a hi tipolitiki. Hi ta va hi endla yini laha? Politiki yi ta va yi ri laha ndzeni ka yindlu leyi ntsena le handle ku nga ri na nchumu? Ahi ntiyiso sweswo.
16. Leswi hina hi nga vulaka swona hi leswaku a hi lwisa politiki ya manyala, leyo ka yi nga nyawuli. Hi lava ku nghenisa politiki ya kahle eka hinkwato tindhawu ta rihanyo. Hi ta fanela ku nghenisa politiki eka swipotso leyi hi yi nghenisaka hi leswaku hi fanele ku va hi pfula tinyangwa leswaku vanhu hinkwavo, vaNtima ni valungu, va kota ku va va "empoweriwa" leswaku va kota ku khompita kahle.

Kumbe endzhaku ka malembe ya 20 loko hi lava "rugby team" ku fanele ku va ku ri na vaNtima vo tala, malndia yo tala na maKhaladi yo tala lava na vona va nga kuma nkarhi wo tiolola kahle ku va va ya ghena eka "team" ya "South Africa".

17. Endzhaku ka malembe ya 10 hi fanela ku va hi kuma vana vo tala va ri karhi va tlanga "tennis" naswona va tlanga va ri endhawini yin'we. I politiki leyi hi lavaka yona hina. "That is why" na le swikolweni hi te vana va fanele ku dyondza va ri endhawini yin'we hikuva loko munhu a heta xikolo a nga yi a ya hanya a ri muVhenda le, a ri mubunu le, kumbe a ri munghezi le, kambe hi ta hlangana na yena eti "factory", hi ya swin'we etimayini, hi ta tlhela hi hlangana laha Palamendhe. Kutani loko n'wana a dyondzisiwa a ri yexe exikolweni a nga tivi leswaku ku na van'wana vanhu handle ka lava va vulavulaka xibunu kumbe lava va vulavula ka xiVhenda, loko a ya hlangana na hina entirhweni, eswipotsweni na le Palamendhe a nga fika a hlangana nhloko.
18. Hina hi ri axi kona xilo lexi xi nga ri ki na tipolitiki hikuva tipolitiki i ndlela leyi tiko ri fambisiwaka xiswona. Hi leswi vanhu va tshamisaka xiswona etikweni. Handle ka swona Palamendhe leyi a yi tava yi nga ri na ntirho. Ndzi kombela leswaku hinkwerhu laha hi tshika ku hlaselana, hi tiyisa Holobye eka leswi a nga swi vula hikuva xipichi lexi loko ho xi landzelela hi tlhela hi vonisisa leswaku Khabinete ya swi kota ku nyiketa Holobye mali endzhaku ka Khume ra malembe a ku nga ta va na tiko na rin'we laha Afrika leri ri nga ta phikizana na hina. Na le ka mpikizano wa misava a hi ta kota ku ya fika, tani hilaha hi kombiseke hakona eka "rugby", eka bolo ni le ka swibakele. Ha karhi ha swi vona leswaku va endla yini. Loko ho kota ku famba hi ndlela leyi hi ta va tingwazi ta misava hikwayo.
19. Hi marito yalawo ndzi ta kombela leswaku tipati hinkwato ti seketela Holobye wa swipotso eka miehleketo leyi a nga na yona. Tani hilaha ndzi vulaka, swa timali a hi nga swi ngheni, i swa le ka Yindlu liya, kambe miehleketo leyi yi nga laha ya hanyisa swinene. Hi kombela leswaku ku nga vi hina vaANC ntsena, na lava va nga ka "opposition" - va te va ta va ka kahle xilo lexi-na "constructive" - va hlava kahle xilo lexi-na n'wina ti "comrades" mi xi hlava kahle xi nga heleli eka yindlu leyi. Ndzi kombela leswaku loko mi ya eka ti "constituencies" mi ya mi ya hlamusela le makaya, eka ti "provinces", eka ti "local government" leswaku Holobye wa Swipotso u tiyimiserile eka mhaka leyi hikuva loko swo helela kwala ndlwini yaleyi ntsena a

swi nga ta pfuna nchumu. Hi mpela politiki yi ta va ya kwala ndzeni ka Sineti, kambe loko hi teka hi yi yisa eka ti "constituencies" yi ta va ya tiko hinkwarho.

INKOMU.

SENATOR TGG MASHAMBA

1. Senator T G G MASHAMBA: Mr Chairperson, may I point out to that Honourable senator that I am not going to khuluma (speak). Firstly, I would like to congratulate the Honourable the Minister on his budget speech. While we as senators obviously do not belong to the National Assembly and therefore do not have a say on the issues regarding financial matters, one dares comment that indeed, in terms of the budget, the money given to the Ministry is very little.
2. The policies outlined are far-reaching. However, before I go into that aspect, I would like to point out that the distinction that we wish to draw between sport and politics is an artificial one. What is politics? I think all of us here and all people in this country, outside this House are interested to know how society is organized and how it is run. (Interjections.) The Senator does not want to listen to what I am saying, hence I am beginning to discuss the Ministers' budget speech.
3. It is a pleasure for me to talk about affirmative action with regard to the issue of people in rural areas and on farms, and about affirmative action with regard to recreation.
4. I am happy to note that this time the Minister has spent quite some time on recreation. Last time I commended on fact that his speech only dealt with sport, but this time enough has been said about recreation. With regard to affirmative action, I think it is important to note one thing. As the Minister has already pointed out, when dealing with affirmative action we do not simply mean that we must take African, Coloured and Indian people and put them into a national rugby or tennis team, for example, because then we would be setting ourselves up for failure. Affirmative action, as it has been outlined in terms of "Sangala" in this budget speech, means that we must go out into the townships and villages and restore the dignity and humanity of the people in these areas. In the past dispensation people in the

townships and villages were simply reduced to units of labour on farms, erred that these people should not only work, but that they also had to have food, clothing and shelter, and that they had to have recreation as well.

5. As a result, there were no recreational facilities in the townships and villages of our country. No one cared what happened there. If one looked into the countryside, one found that in each and every village there was a bottle store or beer hall. This was regarded as a form of recreation for our people, both in the villages and the townships. As I speak, one will find in these villages that many of our mothers whose husbands are out of town, working on the mines, actually seek recreation in these bottle stores and beer halls. The policies outlined in the budget speech will go a long way towards remedying that situation. I say this because I remember, not so very long ago when I was still young. (Interjections)
6. We used to tame and ride heifers and bullocks, play stone games, swim in rivers at the time when rivers used to flow normally, we used to play at traditional bare-fisted boxing, we used to go hunting, and played a lot of games, but now as you know the rivers have dried up. We do not know the cause. Even rain was scarce, maybe it was afraid of apartheid. Today's children no longer know how to swim.
7. We no longer have cattle. Taming of big calves is no longer practised. At present hunting is no longer practised. Today's children know nothing about hunting. Nowadays children know nothing about hunting. Today's children know nothing about trapping and tracking of guinea fowl. Today's children, both boys and girls, grow up knowing that their grandparents knew nothing about recreation. Whenever they think of such matters they think of what was being practised by the Whites, things like football and rugby. Today I am, however, happy to realize that everything has been clearly explained in this budget speech with regard to a research program, which will be conducted with the aim of developing our South African traditional games so that they can be played to the level of the Olympics. I know that this is going to happen over a long period of time, but I am happy today to realize that in the Minister's speech he understands that these matters should be taken seriously into consideration.

8. I wish to emphasize that indeed that affirmative action which he says he is going to put into action must be a reality so that strong facilities can be erected not in urban areas only but also in rural areas. I hope that the Cabinet will agree that the Minister of Sport and Recreation will need a substantial amount so that all people can make use of such facilities. All people should take part in sport or will become unhealthy and may turn into useless monster. We know that sports help in many ways. We should build clinics to which drunkards who imbibe heavily will be able to go. When one is exercising, taking part in sports one will not be easily infected by various diseases.
9. Another point which I would like to discuss is that if we can manage to do this in future when we go to compete at the Olympic Games, we will have a large group of people from the villages and from the townships. At present, the people who go to the Olympic Games are very few. There will be very few lucky Whites and Blacks and children from the middle classes because in rural areas when a child grows up he does not know anything about sports. He only comes across such things when reaching high school or university. I believe that the Minister will lay the foundation in order to enable us to have sports and recreation centres open to each and every person in our country.
10. Having said that, I would like to go back to a point which I should have used in my introduction. I believe we should understand what we are talking about. It is surprising to hear a member from the NP telling me not to take politics into sports. It is surprising to hear the Hon. senator saying today that people failed to compete in the Olympic Games due to matters pertaining to the ANC. That surprises me. Firstly, who caused the majority of the people in this country to be unable to take part in sports.
11. Who caused the unavailability of facilities in villages and townships? I do not believe that that was caused by the ANC. We would not be telling the truth.
12. Secondly, the ANC did not force military conscription into Umkhonto we Sizwe. People joined of their own free will. Some of us were teachers. Others were sportsmen and women. Some were church-going people. Others were married and some were not married. Some were Whites. Some were Black. Others were

children, like those who were angry in 1976. There is no record where it is stated that the ANC went around forcing people to join MK, that is unfounded.

13. When they say we must leave politics alone I do not understand what they are saying. All those people I have mentioned here are people who realized that the way we were settled in this country was not proper because we were settled like animals, therefore it was better to fight against such practices. As I have stated earlier on, politics are nothing but the most important thing is the manner and way we live or settle in this country was not proper because we were settled like animals, therefore it was better to fight against such practices. As I have stated earlier on, politics are nothing but the most important thing is the manner and way we live or settle in this country.
14. How do we control our things and what type of things are we referring to. They are things like education, sports, health matters, business etc., because if we want to tell the truth what are we actually doing here in Parliament? We have the Ministry of Sport. It stands to reason that we are politicians and we decide what must be done. We have the Ministry of Education. We are politicians and we must decide what salaries should be earned, and where schools should be built as well as the types of schools.
15. We are here in Parliament as politicians. We speak about minerals, we speak about trade as politicians and such tasks were being executed by the NP and DP in the past here in this Parliament. The ANC was not present. Did they not say anything with regard to sports and education? Were they discussing politics only, without saying anything about the rest?
16. We adopt laws here in Parliament, laws in relation to workers, labour matters and industry. I think it is poor thinking if we are expected to sit in Parliament and say nothing with regard to matters that are taking place outside this Parliament. We should not close our eyes and say that is taking place in the ocean and does not concern politics. Does what is happening in Guguletu not concern politics? If where soccer is played it is not politics, where prayers are held it is not politics, schools are not politics - what will we be doing here? Does it mean politics will only be in this House and there will be nothing outside? That is not true.

17. What we can say that we were against the abominable type of politics, the useless type of politics. We want to establish real politics in all health places. We must involve politics in sports. We involve politics in sports so that doors can be opened in order to allow in all people, Black and White, so that they can be empowered to compete adequately. So that perhaps after 20 years if we wish to have a rugby team there should be a lot of Blacks, Indians, Coloureds who will be included in the South Africa team, and who will practise in a conducive way.
18. After 10 years we should have a lot of children who will be playing tennis and playing together. That is the type of politics we are interested in. That is why we said that children should learn together at schools because upon completion we do not want them to live in isolation, or an Afrikaner or English person in isolation, but we shall meet them at the factory, we will go to the mines together and also meet in Parliament and play sports. If a child is taught in other languages, other than in Afrikaans or Tshivenda, when he meets us at work, playing sport and in Parliament he can get confused. We say that there is nothing that cannot involve politics because politics is the way the country is being run. It is the way people are settled in a country. If that was not the case this Parliament would have no work.
19. I request all senators not to point fingers at each other, we should support the Minister just as he stated in his speech. We should go thoroughly through his speech and see to it that the Cabinet allocates substantial money in his Vote so that if that is the case after 10 years no country in Africa will be in a position to compete with us. We could even manage to compete in the World Cup as it was demonstrated during the rugby competition. The same applies to soccer and boxing. We do realize what they are doing. If we can manage to go along in this manner, we shall be the champions of the whole world. With these words I request all parties to support the Minister of Sport and Recreation in all the ideas he has presented. As I pointed out earlier we will not involve ourselves in financial matters that concern the other House. All ideas explained here are very healthy. This must not be accepted by us of the ANC only but even members of the opposition should support these ideas - they said they will be in the opposition and constructive - they must read this speech carefully - and you comrades should go through this speech thoroughly and it must not end in this House. I request that when you go to your constituencies you should explain to people at home, in the provinces and in local

government that the Minister of Sport and Recreation is willing to do what he said in this speech. If this ends in this House only, then it will be fruitless. That would only mean that politics is in the Senate only, but if we can read the information to our constituencies that would be a matter for the whole country.

I THANK YOU.

4.3.1 ANALYSIS OF SPEECH 2

The “who” parameter

The writer is an experienced writer who is presently an ANC senator in the National Parliament of South Africa. His text reveals him as a person who is experienced speech writer, the speech contains an opening address, a middle and an ending, which conforms to the elements of genre writing of this nature. (Further discussion of the rhetorical organization of the speech will be presented more fully in the section on cognitive move structure).

The “what” parameter

The writer delivers a text for a speech in response to the Budget speech which was presented by the Minister of Sport and Recreation. The writer is the ANC MP as well as the Minister, so the writing is in support of the presented budget speech.

The “to whom” parameter

The writer writes this text to his fellow senators in the Parliament, who are of the same status but differ in party politics. The budget speech he has written about has been presented by the Minister to all of them hence the equality and a shared vision but different background. **Munhu anga hlambanyisa leswaku i ntiyiso, hi tlhelo ra mpimanyeto wa timali, mali leyi nyikiweke ndzawulo leyi i yitsongoswinene** (one dares comment that indeed, in terms of the budget, the money given to the ministry is very little. This statement is in support of the Minister’s budget speech).

The “for what purpose” parameter

The purpose for writing the text is basically to communicate with the reader. In this case the purpose is indicated at the end in paragraph 19 “...**Hi marito yalawo ndzi ta kombela leswaku tiphati hinkwato ti seketela Holobye wa swipotso eka miehleketo leyi a nga**

na yona. (with these words I request all the parties to support the Minister of Sport in his ideas in this regard). In considering his functional purpose(s) the writer recognizes that he has specific intentions as well as informational content to convey.

The “why” parameter

The “why” parameter is exemplified by the underlying intentions or motives that may or may not be revealed by functional purpose. The reason behind the writing is that the Minister is an ANC MP and the senator is an ANC member as well. This presents the “why” as a support for the fellow “comrade” in the transformation of sports in South Africa, hence he rallies for the support as discussed in the “for what purpose” parameter.

The “when and where” parameter

It is currently not clear to what extent the notions of when and where a person writes are critical to the general taxonomy for an ethnography of writing. This is so because a writer may work late into the night, under the influence of some substance, or in difficult circumstances, or by contrast, a writer may work in a comfortable office with state-of-the-art equipment, but the audience/reader is not likely to know. In paragraph 1 he says **Xo sungula ndzi rhandza ku khensa muchaviseki Holobye eka mpimanyeto wa yena wa timali ... mali leyi nyikiweke ndzawulo leyi i yitsongo swinene.** (Firstly, I would like to congratulate the Minister on his budget speech ... the money given to the Ministry is very little).

The “how” parameter

Understanding how written discourse is produced centers around a theory of online writing production or a theory of writing process. Whether a writer generates texts with a pen, a typewriter, or a word processor seems to have limited implications for the structure of text.

The “writes” parameter

Functional sentence perspective: Informational structure

(i) Topic-comment analysis

In this section the topic is complemented by a phrase or a clause that expresses and constitutes the comment to it. In paragraph 1 **hi tlhelo ra mpimanyeto wa timali, mali leyi nyikiweke ndzawulo leyi i yitsongoswinene.** (In terms of the budget, the money

given to the ministry is very little). This sentence is commenting on the budget presented that it is very little as compared to the momouh task it must redress. The speaker further comments in paragraph 4 **hi ku vula ka "sangala" eka mpimanyeto lowu wa timali, swivula leswaku hi fanele ku huma hi ya swikomupurasi, na le matiko-xikaya hi ya vuyetela ku xiximeka na vumunhu bya vanhu eka tindzhawu letiya.** (In terms of "Sangala" in this budget speech, means that we must go out into the townships and villages and restore the dignity and humanity of the people in these areas). Interpreting the budget with the task the "Sangala" policy is prescribing, that of going from village to village, township to township, redressing the past imbalances, the allocated budget is indeed far-reaching. He further comments in paragraph 5 **Empimanyeto lowu bohiweke wu ta teka nkarhi wo leha ku antswisa xiyimo lexi.** (The policies outlined in the budget speech will go a long way towards remedying that situation). The inadequacy of the budget and its policy is further reiterated by this comment that it will take a long time to achieve. In paragraph 7 **eka "budget speech" lexi swi kombiwa kahle leswaku ku ta va na ku lavisisa na ku kurisa mintlangu liya ya xikhale.** (In this budget speech it is clearly explained that a research program will be conducted with the aim of developing our traditional games). The speaker further expresses satisfaction about the research program to revitalize the traditional games which will further demand a huge share from the tabled budget hence its inadequacy. The writer has succeeded in using the device of topic-comment to elaborate critically on the topic.

(ii) Topic-continuity

Topic-continuity in the text is accomplished by the writer through the noun phrase which receive repeated mention in the text. The writer states in paragraph 7 **eka xipichi lexi Holobye wa swi twisisa leswaku hi ta fanela ku hi languta timhaka leti.** (In the ministers speech he understands that these matters should be taken seriously into consideration). The noun phrase **timhaka leti** (these matters) refers to the contents of the speech which in this case is the inadequacy of the budget. He also states in paragraph 18 **...hi tiyisa Holobye eka leswi anga swivula** (... we support the Minister in all the ideas he has presented). The sentence **leswi anga swivula** (the ideas he has presented), depicts the budget which leaves much to be desired. This is further elaborated by the writer in paragraph 19 **... miehleketo leyi yi nga laha ya hanyisa swinene** (... all ideas explained here are very healthy). The clause **miehleketo leyi yi nga laha** (ideas explained here) refers to the explanation by the Minister about the inadequacy of the

budget to redress the imbalances of the past. These clauses all refer to the topic hence the writer succeeded in utilizing this device to achieve his goal that of rallying support for the acknowledgement of the inadequacy of the budget.

(iii) Topic-structure analysis

Topic-structure analysis is characterized by sub-topics supporting the main topic. In this speech the main topic is **Mpimanyeto na mali ya Holobye wa mintlango na vuhungasi** (Budget speech in the ministry of sports and recreation). This main topic is supported by various subtopics which appear in the text viz.: Paragraph 1 **...mali leyi nyikiweke ndzawulo leyi i yitsongo swinene.** (... the money given to the Department is too little). This comment supports the main topic about the inadequacy of the budget. The other comment is in paragraph 2 **Empimanyeto lowu andlariweke a wu nga fikeleriwi...** (The budget presented here is far-reaching). This also comments on the main topic. Paragraph 5 **Empimanyeto lowu bohiweke wu ta teka nkarhi wo leha ku antswisa xiyimo lexi.** (The policies outlined in the budget speech will go a long way towards remedying that situation). This comment supports the main topic by the writer. Most of the paragraphs above support the idea of inadequate money for the ministry.

(iv) Given-new information

Recall that given-new information is concerned with the information which is given or already known to the reader, and that which is new, or unused information. In the text, the given information is **Mpimanyeto wa timali ta Holobye wa mitlangu-ni vuhungasi** (Budget speech in the Ministry of Sport and Recreation). This attracts the reader to the text, challenging her/him to read the new information which justifies the given information in the text. At this stage, the mind of the reader is directed towards the new information which will support the given information. All the problems and solutions written in the text give further explanation to what the reader already knows. In this text paragraph 1 **Xo sungula ndzi rhandza ku khensa muchaviseki Holobye eka mpimanyeto wa yena wa timali** (I would like to congratulate the Honourable minister on his budget speech). After congratulating him he expresses concern about inadequacy of this budget in addressing the previous imbalances and research into the development of the old traditional games which were discriminated against in the past, he further states in paragraph 19 **Hi marito yalawo ndzi ta kombela leswaku tiphati hinkwato ti seketela Holobye wa swipotso**

eka miehleketo leyi a nga na yona. (With these words I request all parties to support the minister in all the ideas he has just presented). Here the writer rallies for the support by all senators to request the Government to put more money in the Ministry because of the deficit, i.e. he is offering a solution to the problem which is presently in the minds of the readers. He further rallies for more support outside the National assembly in paragraph 19 ... **Ndzi kombela leswaku loko mi ya eka ti "constituencies" mi ya mi ya hlamusela le makaya, eka ti "provinces", eka ti "local government" leswaku Holobye wa Swipotso u tiyimiserile eka mhaka leyi...** (I request that when you go to your constituencies you should explain to the people at home, in the provinces and in Local Government that the minister is willing to do what he said in his budget speech). It is the new information which brings about a solution to the existing problem as highlighted in the given information which concerns the inadequacy of budget in the Ministry of Sport and Recreation. In this speech the writer serves as the deliverer, provider or giver of information to the members of Parliament and those MP's are viewed as the recipients of the information.

(v) Theme-rheme relations

Few sentences in this text depict the device of theme-rheme relations. A practical example of theme-rheme is found in paragraph 1 ... **hi tlhelo ra mpimanyeto wa timali, mali leyi nyikiweke ndzawulo leyi i yitsongo swinene.** (In terms of budget, the money given to the ministry is very little). In this sentence the latter clause **mali leyi nyikiweke ... i yitsongo swinene.** (the money given ... is very little) serves as the rheme of the sentence. On the other hand, the point of departure of the main clause is **Mpimanyeto wa timali** (The budget speech). However, the theme sometimes occupies the position of the topical subject, viz.: Paragraph 2 **Empimanyeto lowu andlariweke a wu anga fikeleriwi...** (The policies outlined by the Minister are far-reaching...) The theme or main clause here is **Empimanyeto lowu andlariweke** (the policies outlined) and the rheme explains the effect of this which is **a wu anga fikeleriwi...** (are far-reaching). The writer has managed to this device effectively in his text.

(vi) Focus-presupposition relations

In terms of focus-presupposition there is information which is highlighted, and information which is assumed, foregrounded or presupposed. In the following sentence, paragraph 18, the writer uses the sentence ...**a xi kona, xilo lexi xi nga riki na tipolitiki** (... there is

absolutely nothing, that cannot involve politics). This serves as the focus of the speakers argument, and it is presupposed or foregrounded by the next argument in paragraph 18 also .. **tipolitiki, hi leswi vanhu va tshamisisaka xiswona etikweni** (...politics is the way people are settled or run in the country). This phrase interprets the view that there is no distinction between politics and the way of life in a country. The writer further highlights what the country could achieve if they are united in paragraph 18 ... **na le ka mpikizano wa misava a hi ta kota ku ya fika** (...we could even manage to compete in the world cup). This is presupposed by the following argument earlier in the following paragraph ...**ndzi kombela leswaku hinkwerhu laha hi tshika ku hlaselana, hi tiyisa Holobye eka leswi a nga swi vula** (... I humbly request you not to point fingers at each other, we should support the minister on what he is saying). The writer's argument is that this country has a potential of going very far in sports only if they could stop wasting time by pointing fingers and blame each other in parliament rather than support the minister on his good course.

(vii) Text Cohesion

The device of text cohesion will be treated by analyzing factors which contribute to the chronological appearance of elements in the text: reference, substitution, ellipses, conjunction, repetition, inclusion and collocation.

(a) Reference

In this text, reference is identified in several paragraphs, for example in paragraph 7 ... **mintlangu liya ya xikhale** (...those traditional games). This sentence refers to the games which were mentioned earlier in paragraph 6 such as ...**khandziya magava, ... thya ncuva, ... ba swibakele, ... eku khideni milambu ya ha khuluka kahle etc** (...training of heifers, ... playing of stone games, ... fighting bare handed boxing, ... swimming in flowing rivers, etc). Reference is made to these traditional games when the writer states **Hambiswiritano ndza tsaka loko namunthla eka "budget speech" lexi swi kombiwa kahle leswaku ku ta va na ku lavisisa na ku kurisa mintlangu liya ya xikhale** (Today I am, however, happy to realize that everything has been clearly explained in this budget speech with regard to a research program which will be conducted with the aim of developing those traditional games). He further presents a reference argument in paragraph 7 when he says **Holobye wa swi twisisa leswaku hi ta fanela ku hi languta**

timhaka leti. (... the minister understands that these matters should be taken seriously into consideration) This argument also refers to the program of research which will focus mainly on the development of traditional games in South Africa. In all instances the writer only makes reference about **wa swi twisisa...languta timhaka leti** (he understand it ...look into these matters).

(b) Comparative cohesion and substitution

Comparative cohesion and substitution interact closely. Both comparative cohesion and substitution are exemplified simultaneously in the following paragraph **kambe sweswi, tani hilaha mi tivaka ha kona, milambu yi phyile** (but now, as you also know the rivers have dried up). He compares what children used to do before rivers were still flowing, i.e. swimming and now that there is no more flowing rivers where children don't know how to swim. This is where the minister of Sport should provide swimming pools to substitute dry rivers, so that our children could sustain the knowledge of the swimming skills. He further mentions that **...vana va namuntlha, ku hlota a va switivi** (Today's children don't know how to hunt). He further compares our children, who know nothing about hunting, and in the olden days, as in paragraph 6 **... a hi famba hi ya eku hloteni** (we used to go for hunting). The Minister must also provide or develop a program to bring back these traditional games. This argument provides comparison and substitution at the same time.

(c) Conjunction

The speaker uses conjunction to emphasize differences between political parties, peoples, communities, etc. In paragraph 15 **... swilo leswi va NP na DP a va karhi va swi endla kwala Palamendhe yaleyi** (... such were being executed by the National Party and Democratic Party in the past in this parliament). In paragraph 16 **...vanhu hinkwavo, vantima na valungu** (...all people, black and white). In paragraph 5 there is a combination of conjunctions for the emphasis of the introduction of useless kinds of recreation, viz.: **...muganga wunwana na wunwana ... awuta kuma e "bottle store" kumbe bara** (...In each and every village there was a bottle store or bear hall). The device of conjunction enables the information of the sentences flow from one paragraph to the other.

(d) Demonstratives

The writer uses demonstratives frequently in order to establish nominal links or link sentences constructions in the text. Paragraph 9 **...loko ho kota ku endla leswi** (If we can manage to do this) **... hikuva lomuya ka hina** (because there yonder at our villages); paragraph 14 **...leswi swi vulaka leswaku hina hi ti politicians** (this means that we are politicians). The writer succeeded in using these devices, i.e. demonstratives to make his speech flow and also to emphasize the intended message.

(e) Repetition

The writer makes use of this device to emphasize or to highlight certain aspects which he feels should be taken into consideration. In paragraph 6 **a hi famba** (we used to go and...) is repeated five times, but each time a different traditional game is used to emphasize that there were many games which were played. Without these repetitions, the intended effect could not have been accomplished. The emphasis on the generation gap which is accompanied by skills difference is highlighted in paragraph 6 **...vana vanamuntlha** (today's children). This is mentioned four times with a different inability of doing a particular activity/game in each instance. The name of the party, ANC is repeated five times in paragraphs 10, 11 and 12 and each time a particular instance or attribute is mentioned. These are the devices which the writer uses to achieve his objective of emphasis.

(f) Ellipsis

The writer uses the device of ellipsis to omit a number of uses which could have made the speech long, but he relies on his previous enlisting of the omitted aspect to avoid repetition in paragraph 12 **vanhu ava tiyela** (people joined of their own free will). He formerly made mention of **vanwana i ...** (others were...) followed by the profession or colour. This was done eight times and each time it was mentioned a new profession, colour or creed was mentioned. The writer further uses this device in paragraph 13 **...vanhu hinkwavo lava ndzi nga va hlanya** (... all the people I've just mentioned above). He does no longer want to enlist them again because of the constraint of time, so he uses the ellipsis device to achieve his goal.

Text Coherence

This aspect of text coherence contributes to the identification of the structure of the text and its chronology. In discussing coherence in this text, the following factors will be explored: non-linguistic bases of coherence, the discourse theme, elements of subordination and coordination and the use of inferences.

(a) Non-linguistic bases of coherence

In this text, the text is presented in a chronological manner which is in accordance with the identifiable structure of a genre which has a topic head, opening address, body and conclusion. The topic is in bold, i.e. **Mpimanyeto wa timali wa Holobye wa mintlangu ni vuhungasi** (Budget speech for the ministry of Sport and Recreation). This heading/topic is followed by the speaker's opening address in paragraph 1 **Xo sungula ndzi rhandza ku khensa muchaviseki Holobye eka mpimanyeto wa yena wa timali** (First I would like to thank the hon. minister for his budget speech). This is followed by comments to the aspects of the speech, how it is inadequate and reasons thereof, in a chronological manner and he also ends his writing again, in a manner that summarizes the whole text and suggests the way forward, paragraph 19 **Hi marito yalawo ndzi ta kombela leswaku tiphati hinkwato ti seketela Holobye wa swipotso eka miehleketi leyi a nga na yona.** (With these words, I request all parties to support the Honourable minister of Sport in his budget speech and his proposal). He further rallies for support and proposes a way forward in paragraph 19 **Ndzi kombela leswaku loko mi ya eka ti "constituencies" mi ya mi ya hlamusela le makaya, eka ti "provinces", eka ti "local government" leswaku Holobye wa Swipotso u tiyimiserile eka mhaka leyi...** (I further request that when you go to your constituencies, tell them at home, at the Provinces, at the Local Government, that the hon. minister of Sport is determined to look into this matters...)

(b) Relevance

Since the writer succeeds to write the text chronologically, it opens the possibility for the reader to identify some links in the text, which will relate to his or her past experience. This text serves to reveal the imbalances which exist in the sporting activities in South Africa. Some of the members could possibly be living under the villages and townships

mentioned here and others may be living in suburbs where they were not affected by the imbalances. These imbalances are captured in the following extracts: paragraph 5 **A ku ri hava loyi a a rhandza ku tiva matshamelo hindlela ya mintlangu etindhawini leti.** (No one cared what happened there). In paragraph 5 **Hikwalaho ka leswi, a ku ri hava tindhawu ta mintlango eswikopulasi na le matiko-xikaya** (As a result there were no recreational facilities in the townships and villages of our country). The writer further offers a solution to this as part of the budget speech's relevancy to the country's situation, paragraph 7 ... **ku ta va na ku lavisisa na ku kurisa mintlangu liya ya xikhale** (...there will be research and development of our traditional games).

(c) Elements of subordination and coordination

As regards the aspect of subordination and coordination, text analysis involves the issues of comparison and restatement. Comparison is employed in the whole text, expressing how the issues of imbalances is a bone of contention in this country, for example in paragraph 6 **A hi famba hi khandziya magava, ... Timhaka ta ku lerhisa magava a ta ha ri kona.** (We used to go and ride heifers and bullocks, ... taming of calves and the riding of heifers is no longer practiced.) Paragraph 6 **A hi famba hi ya e ku khideni... vana va sweswi a va ha swi tivi na ku khida** (we used to go and swim in the rivers... today's children don't know how to swim). These comparisons show clearly what was practiced before and what today's children are lacking behind and at the same time it serves as an eye opener to justify the inadequacy of the budget.

The second element of subordination is restatement. This feature overlaps closely with the feature of repetition discussed under text cohesion above. In terms of restatement considerations is given to restated words, phrases, clauses or elements in the text and why they are used by the writer. In paragraph 6 **A hi famba hi khandziya magava, hi thya ncuva, hi famba hi ya eku khideni milambu ya ha khuluka kahle, a hi famba hi ya ba swibakele, a hi famba hi ya eku hloteni, a hi famba hi tlanga mintlangu, etc** (we used to go and play bare fist boxing, we used to go hunting, we used to and ride heifers, etc). This repetition is intended to show a diversity of traditional games which unfortunately, were not fully developed and need attention by the ministry.

(d) Use of inferences

Inferencing is required to connect new information and the information already stored in the minds of the readers. In paragraph 6 **Hambi yi ri mpfula na yona a yi fambile kumbe a yi chava "apartheid"**. (Even rain was scarce, maybe it was afraid of apartheid). This scarcity of rain which caused rivers not to flow has resulted in paragraph 6 **Vana va sweswi a va ha swi tivi ku khida**. (Today's children no longer know how to swim). The old information is complemented by the new information which highlights the result thereof. Paragraph 6 **Vana va namunthla ku hlota a va swi tivi. Sweswi vana va namunthla a va swi tivi ku rhiya na ku cingela timhangela. Vana va namunthla, vaxisati na vaxinuna, va kula va tiva leswaku vakokwa wa vona a va nga swi tivi leswaku ku na "recreation"**. (Today's children, both boys and girls, grow up knowing that their grandparents knew nothing about recreation). This was the old information; the new information is **Loko va ehleketa timhaka teto nkarhi hinkwawo va ehleketa hi leswi a swi endliwa hi valungu, swilo swo fana na "football" na "rugby"**. (Whenever they think of such matters, they think of what was being practiced by whites, things like football and rugby). Considering the inferences above, the writer has succeeded in linking his paragraphs well, while maintaining the theme of the text throughout.

(e) Rhetorical patterns within coherence

The identifiable rhetorical pattern in this text is the problem-solution pattern. The text presents the problem of confirming politics to the House of Assembly only, what the ANC was fighting for, and the solution thereof, hence the research and development of traditional games in all levels of Government is necessary to address this. Paragraph 16 **...Politiki yi ta va yiri laha ndzeni ka yindlu leyi ntsena, le handle ku nga ri na nchumu** (Politics shall be confined within this house, there shall be nothing outside); **leswi hina hi nga vulaka swona hi leswaku a hi lwisa politiki ya manyala** (what we can say is that we were fighting to remove useless politics); **Hi lava ku ngenisa politika ya kahle eka hinkwato tindhawo** (we want to introduce good/proper politics to all people in all the places). This is the solution to the problem that was experienced, and because of it, the doors of sports shall be open to all people of South Africa.

The lexicon

Lexical choice as a reflection of communicative purpose. This device of text analysis is concerned with the choice of lexical items, for example verbs, nouns and sentence-initial elements which the writer uses in the text in order to achieve a specific communicative purpose.

(i) Choice of sentence-initial elements

The choice of sentence-initial elements contributes to the interaction between the reader and writer. Once the reader focuses on the lexical items initial position of the sentence he/she automatically builds a mental model about what the writer will talk about or imply in the text or next. For example in paragraph 11 ... **i mani a nga endla leswaku "majority" ya vanhu laha tikweni va va va nga swi koti ku va va tlanga swipotso** (...who caused the majority of people in this country to be unable to take part in sports). This sentence makes the reader to recall the former dispensation and it provides a ready answer, even if the speaker does not give an answer to this. This question has already developed a negative answer in the minds of the reader. He further poses another question in paragraph 11 **Loyi a nga endla, tanihi laha ndzi nga vula hakona leswaku le ka ti "villages" ni le ka ti "townships" ku nga vi na ti "facilities?"** (who caused the unavailability of facilities in the villages and townships?) The answer to this question is also obvious in the mind of the reader. The writer provoked negativity towards the old dispensation and its administration of sport and he further justifies his party, i.e. ANC again through the mental manipulation applied negatively, this time he manipulates them to accept the view that his party was innocent. Paragraph 12 **ANC a yi nga fositeli ku "military conscription" yi nghena eka uMkhonto weSizwe. Vanhu a va tiyela.** (The ANC did not force military conscription into Umkhonto weSizwe. People joined of their own free will). He enlisted the different people in terms of profession, colour, creed, etc, who are there now to address the imbalances of the past in general and sports in particular. The writer has succeeded to influence the people in both negative respects for the old dispensation and positive respects for the new dispensation, without giving them answers literally.

(ii) Choice of lexical items and phrases

A writer employs a particular choice of verbs for a particular objective which he/she wants to achieve. In this text the writer has used many types of verbs to achieve a particular impact. In this extract he used the verb **famba** (go) repeatedly before a particular game to depict how free they were to go around playing these games without disturbances, for example **a hi famba hi khandziya magava** (we used to go and ride heifers); **a hi famba hi thya ncuva** (we used to go and play stone games); **a hi famba hi ya eku khideni** (we used to go and swim in rivers); **a hi famba hi ba swibakele** (we used to go and play bare fisted boxing); **a hi famba hiya eku hloteni** (we used to go and hunt); **a hi famba hi tlanga mintlangu yo tala** (we used to go and play many games). This clause **a hi famba** (we used to go) creates in the mind of the reader a mental association with freedom of movement and of choice of game without restriction in the writer's early days as opposed by the previous governments' restrictions on both movement and games, for example: **vana va sweswi a va ka switivi ku khida** (today's children don't know how to swim); **vana va sweswi ku hlota a va switivi** (today's children don't know how to hunt); **vana va sweswi a va swi tivi ku rhiya timhangela** (today's children don't know how to catch guinea fowls); **sweswi milambu yi phyill** (today's rivers are dry).

The clause **vana va sweswi** (today's children), preceding the actual playing of the game (which skills they don't have) emphasizes the inability of the former government to have developed these sporting codes which needs a special attention and funds to address these deliberately created imbalances. The choice of the verb **famba** (go) which precede a particular game prior to "apartheid" and a repetition of the clause **vana va sweswi** (today's children) preceding a particular game which is no longer played, i.e. during apartheid, creates a picture in the mind of the reader as to the need of proper research and development program of these traditional games. This will need a lot of money, hence the budget is called inadequate. The writer has succeeded in combining or forming unity of thoughts right through his text, maintaining the theme of the text.

(iii) Cognitive move-structure

The writer used his particular communicative strategies to achieve his intentions in this text. This is evidently displayed through his use of four distinctive moves in the text through the following extracts.

Move 1: the writer is thanking the minister for the presentation of the budget speech, paragraph 1 **...ndzi rhandza ku khensa muchaviseki Holobye eka mpimanyeto wa yena wa timali** (I would like to thank the hon. minister for his budget speech). This, the writer refers to and acknowledges the efficiency of the ministry and the foresight the Minister has in redressing the past imbalances in the country. He also emphasizes this in paragraph 9 **Ndza tshemba leswaku Holobye u ta endla "foundation" ya ku va hi kota ku va na swipotso na "recreation" leswi swi nga ta va swa un'wana ni un'wana laha tikweni ra ka hina** (I believe that the minister will lay the foundation in order to enable us to have sports and recreation centers open to each and every person in our country.) This move has laid a foundation for the introductory part of the speech.

Move 2: the writer rallies for more funds to be allocated to the ministry as the present budget is far-reaching as compared to the mammoth tasks it faces. Paragraph 2 **Empimanyeto lowu andlariweke a wu anga fikeleriwi** (The policies outlined are far-reaching...). This he explains due to the task facing the ministry such as **Hikwalaho ka leswi aku ri hava tindzhawu ta mintlango eswikompulasi na le matiko-xikaya** (because there was no recreation facilities at the villages and townships). The money budgeted must create these facilities first. He further states that the small budget will also focus on the research and development of traditional games and this renders the allocated amount too little and this calls for the augmentation of the budget.

Move 3: the writer is concerned about the behaviour of the opposition party and he tries to rally their support in this noble policies presented by the minister in paragraph 11 **... i mani a nga endla leswaku "majority" ya vanhu laha tikweni va va va nga swi koti ku va va tlanga swipotso**. (...who deprived the majority of people in this country of sporting activity?). He further poses a rhetorical question in **Loyi a nga endla, tanihi laha ndzi nga vula hakona leswaku le ka ti "villages" ni le ka ti "townships" ku nga vi na ti "facilities?"** (who deprived people of facilities at the villages and townships?). In these rhetorical questions he remind the opposition of the imbalances which are there and were caused by the previous government and not the ANC. He further enlists them to supporting the ministry in paragraph 19 **ndzi kombele lesweku hinkwe laha hi tshika ku hlaselana hi tiyisa Holobye eka leswi angaswivula** (I request all of you to stop pointing fingers at one another and support the minister in his budget speech). Here is a move that is rallying for unity of purpose despite the existing differences. The writer has succeeded

in creating this aspect as his third move, i.e. that of rallying support by all the parties in the assembly.

Move 4: The writer ends his text by rallying for support and requesting the members to go out there and preach the good things that the minister has presented. This should be, at home, at their different constituencies, provinces and local governments. Paragraph 19 **Ndzi kombela leswaku loko mi ya eka ti "constituencies" mi ya mi ya hlamusela le makaya, eka ti "provinces", eka ti "local government" leswaku Holobywa wa Swipotso u tiyimiserile eka mhaka leyi** (I request that when you go to your constituencies, at home, in your provinces, and local governments, tell them about the commitment of the ministry of Sport in this course). This is a unifying conclusion by the writer. The writer has succeeded in his text to form a unity of thought in all the paragraphs.

4.4 SPEECH 3: XIPICI XA HOLOBYE WA DYONDZO E LIMPOPO PROVINCE (MR EDGAR MUSHWANA) HI NKARHI WA NTIRHO WA KU NYIKA TIDIPLOMA ETIVUMBENI COLLEGE OF EDUCATION, HIWA VUNTLHANU, 11 MHAWURI 2000.

1. Eka
 - * Mukhomeri wa Chanselara, DK. Chabalala
 - * Mukhomeri wa Nhloko ya kholichi, DK. O'Connel
 - * Mulawuri wa xifundza xa dyondzo, NK. Machimana, na swirho swin'wana swa ndzawulo ya dyondzo
 - * Tinhloko ta kholichi tin'wana
 - * Vadyodzisi va kholichi ya Tivumbeni
 - * Vatswari
 - * La va nga ta kuma tidiploma
 - * Vaendzi hinkwavo
 - * Vanhu va tiko ra hina

2. Ndza mi losa na ku khensa loko mi ndzi xiximile hi ku ndzi rhamba ku ta tlangela ntirho wa vana va hina. Ndzi tsakile swinene hikuva ndzi ta kota ku burisana na n'wina hi vumundzuku bya tiko ra hina, ngopfu, vumundzuku bya dyondzo ya vuthicara. Nkulukumba Mukhomeri wa Chanselara na vahlonipheki hikhweni, ndza tinyungubyisa ku va ndzi ri haleno. Kholichi leyi yi pfurile magondzo ya vumundzuku bya vanhu vo tala. Mina loyi ndzi vulavulaka, ndzi tokotile kwala eTivumbeni.

Muaki wo sungula wa doropa ra Tzaneen, Meyara O.J. Mushwana, u n'wile kwala ka xihlovo lexi. Tinhloko ta swikolo swo tala, swirho swa yindlo yo endla milawu na swirho swa mimfumo ya ka masipala, na xandla xa Nhloko ya kholichi, i vana va Tivumbeni College of Education. Kholichi yi Tivumbeni ya tswarile vachayeri va ndhuma ya golonyi ya ku aka tiko ra hina hi vuntshwa. Hi khensa ntirho lowo xonga swo nghasi.

3. Xo sungula ndzi tsundzuxa lava heteka tidyondzo ta vona namuntlha, leswaku va heta tidyondzo ta vona hi nkarhi lowu tiko ra hina ri ti lulamisaka ku va eka xiyimo lexinene eka ekhonomi ya misava hinkwayo. Mi heta tidyondzo ta n'wina hinkarhi lowu xifundza xa hina xi letelaka vadyondzisi vo tala ku tlula lava lavekaka. Vadyondzisi lava a va fanele va dyondzile tidyondzo tin'wana leti hi nga na vusweti bya vatirhi eka tona. Mi heta tidyondzo ta n'wina hi nkarhi lowu mfumo wa xifundza wu hungutaka tikholichi ta dyondzo. Tikholichi leti hungutiwaka ti ta hundzuka ti community and Youth Colleges na tindzhawu to letela vandyondzi-si lava nga entirhweni. Eka nkarhi lowu hundzeke xifundza xa hina a xi ri na 22 wa tikholichi ta dyondzo. Kusakela hi 1994 hi sungurile ku hunguta tikholichi ta dyondzo na ku hundzisa ntirho lowu wu ya eka mfumo wa le xikarhi, hi ku landza vumbiwa bya tiko.
4. N'wina lava mi thwasaka namuntlha mi langutane na ntlhontlho wa xiyimo xa le henhla hikuva ntirho wa vundyodzisi wu le ku cinceni swinene. Lowu intlhontlho wa muntshwa wun'wana na wun'wana. Muntshwa un'wana na un'wana u fanele ku kula hambu loko ku ri na swiphiko etikweni. Mhaka yo karhata hi leswaku muntshwa u ta kurisa ku yini loko a langutane na swiphiko leswi. Eka tiko ra hina vantshwa va languteriwa ku kuma ntirho, va ti yimela na ku hlayisa mindyangu ya vona. Hikwalaho ka mfumo lowu nga hundza na milawu leyi a yi fambisa vantima, mintirho a ya ha ri kona. Hambu loko mi heta tidyondzo ta n'wina namuntlha, swi ta nonoha swinene leswaku mi kuma ntirho. A hi khomaneni hi mavoko hi lulamisa xiphiko lexi hikuva a ku na laha hi nga ta chavela kona. Hi nga chavi swiphiko, kambe a hi lweni na swona.
5. Vanhu vo tala va vula leswaku mfumo lowuntshwa hi wona wu nga herisa mintirho e South Africa. Leswi a hi ntiyiso, i vunwa bya ntimu. Ku ya hi "Green paper on Further Education and Training, 1998", mintirho yi onhiwile hi mfumo lowu nga hundza, hi tindzela leti landzelaka:

- * Dyondzo ya le hansi ya vantima,
- * Tindlela ta xihlawuhlawu eku leteleni ka vantshwa,
- * Ku hungutiwa ka timali to letela vanhu etifemeni,
- * Vutivi bya le hansi bya vanhu va ka hina,
- * Ku tirhisana na matiko man'wana ya misava,
- * Ku endla ka nhundzu yo tala ya xiyimo xa le hansi,
- * Tiko ra hina ri tekile nkarhi wo leha ri khiriwile hi matiko man'wana,
- * Ku thola vanhu hi xihlawuhlawu, na
- * Vugevenga.

Mfumo lowuntshwa wu sungurile matshalatshala yo lulamisa swiphiqo leswi, xikombiso,

- * Matirhelo ya ekhonomi ya "GEAR"
- * Ku vumbiwa ka milawu ya:
 - "Skills Development Act of 1998"
 - "Further Education and Training Act of 1998"
 - "White Paper 4 on Further Education and Training of 1998", na
 - "Youth Policy of the National Youth Commission.

6. Xiphiqo xa ku kala ka mintirho i xikulu swinene e South Africa. Ku ya hi ndzavisiso wa 1995, ku na vantshwa vo ringana 16,2 million. Eka nhlayo leyi 43% va na malembe ya 14 ku fika 21. Ndzavisiso lowu wu kombisa leswaku 23% wa vanthswa a va na mintirho, loko 28% va ri na ntirho, 3% va tirha mintirho ya xinkarhana, 40% va ha ri ku dyondzeni na 6% ya vantshwa lava nga kotiki ku tirha.

Ndzavisiso wu komba na kambe leswaku nhlayo ya vantshwa lava kalaka mintirho yi le henhla swinene e Limpopo Province (61%), ku landzela Eastern Cape (56%), Mpumalanga (51%) na Kwazulu-Natal (48%).

7. Xiphiqo lexikulu, hi leswaku tiko ra hina a ri na mali yo ringana yo lulamisa xiphiqo xa ku pfumala ka mintirho. Hikwalaho ka swona ndzi susumeta leswaku ti "Youth and Community Colleges" ti tirhisana na van'wana ku tumbuluxa mintirho ya vantshwa. Ndzawulo ya mintirho yi ti nyiketile ku tirhisana na tikholichi leti. Tikholichi leti i ta nkoka swinene hikuva ti dyondzisa vantshwa swiyenge hinkwaswo swa vutomi.

SPEECH DELIVERED BY THE LIMPOPO PROVINCE MEC FOR EDUCATION MR EDGAR MUSHWANA (MPL) ON THE OCCASION OF THE DIPLOMA AWARDING CEREMONY AT TIVUMBENI COLLEGE OF EDUCATION, ON FRIDAY 11 AUGUST 2000, AT 10:00

- * Acting Chancellor - Dr Chabalala
- * Acting Vice Chancellor - Dr Lorrain O'Connell
- * Regional Director for Education - Mr Albert Machimana and other Department officials
- * Rectors of other Colleges both within and outside the borders of this Province
- * Tivumbeni College lecturing staff
- * Parents
- * Diplomandi
- * Distinguished Guests
- * Fellow South Africans

I would like to take this opportunity to express my sincere gratitude for the honour you bestowed on me by inviting me to celebrate with you the achievements for our students. But this is also a critical moment to share ideas amongst ourselves and the future of this country, particularly in the teacher education fraternity.

Mr Acting Chancellor, ladies and gentlemen, I feel proud to be at this college this morning. This is one institution, which has, so meticulously, crafted the prosperous paths of many people. I stand here before you, as MEC for Education in the Limpopo Province, being a proud product of Tivumbeni, the first citizen of our town Tzaneen, Mr O.J. Mushwana, Mr Sambo the vice rector of this college, many principals, MPLs and Councilors are products of this institution. Tivumbeni College, has therefore, contributed immensely in the provision of drivers for societal transformation and nation building. It is for this reason in part, that we are here this morning, but mainly to celebrate the spirit of human endeavour.

First, I would like to remind the diplomandi who brought us all together to celebrate their achievements, to understand that they graduate at a time when our country is repositioning itself to reclaim its rightful position in the global economy as a democratic country. You graduate at a time when our Province is overproducing teachers at the expense of other more relevant skills. You graduate at a critical time when the provincial

administration is rationalizing teacher-training institutions into either youth or community colleges or Continuing Professional Development Centres (CDPC).

You know better than I do that this Province used to have twenty-two (22) Colleges of Education. Since the inception of the new democracy in 1994 we had to transverse a tedious but necessary path of rationalization of these colleges and now, we are in the process of transferring the teacher training functions to the national ministry of education as dictated by the constitution who insinuate that the collapse only happened after the 1994 elections. I cannot agree more, reason for the collapse of the youth labour market have, inter alia, been:

- * Lack of an integrated Further Education and Training system,
- * Low skills of our people and lack of a coherent skills development strategy,
- * The legacy in company expenditure on training,
- * A decline in company expenditure on training,
- * Globalization,
- * The import tariffs of the old regime, shielding the local manufacturers from international competition,
- * The continuance of mass production manufacturing relying on low skills instead of high-skill specialization,
- * A distorted labour market due to practices like job reservation and influx control,
- * Crime, and
- * Negative attitudes about the informal sector as a viable employment option.

Government has embarked on fundamental redress of the above through several strategic interventions, for example the GEAR strategy, the Skills Development Act 1998, The Further Education and Training Act, 1998 and the White paper 4 on Further Education and Training, 1998, and the Youth Policy of the National Youth Commission. A huge effort will have to be made through collaboration of all stakeholders to restore the youth labour what needs to be done a day faced with a challenge of establishing yourselves (as graduates) in an occupation which is undergoing revolutionary changes. This is one of the major developmental tasks of early adulthood, or what we define as "youth" - yourself. Two processes underpin the concept of developmental tasks, namely the individual's drive towards growth on the one hand and societal demands constraints and opportunities on the other hand.

When the individual is faced with demands from society to develop the efficiency to deal with the developmental task, but not afforded the opportunity due to certain constraints, he or she is confronted with a paradoxical situation.

In South Africa our youth have to cope with exactly this paradox: They are expected to obtain and hold down a job to sustain themselves and to enable them to become independent and raise a family, but due to past political and economical policies, especially as they were applied to Africans, they are faced with few or practically no employment opportunities. This is the situation in which you, our graduandi, find yourself in today. The best way to address that situation is by confronting, rather than running away from it.

In this Green Paper on Further Education and Training (FET), 1998, it is maintained that the South African Youth Labour market has in fact totally collapsed under the previous regime as against those market. If the youth are not placed in the position to fulfill their life-roles, it could lead to the collapse of the whole society, as they are our future. The scope of the problem and the huge demands facing us as service providers are clearly illustrated when one looks at a few statistics. According to the October 1995 Household Survey, the youth comprise 16,2 million people, of which close of half or 43% are aged from 14 to 21 years. The October Household Survey also reflects that 23% of young people are unemployed, while 28% are employed on full-time basis, 3% employed on part-time basis, 40% are studying and 6% unavailable for employment. The mentioned rate of unemployment is based upon the percentage of young people who are available for employment, such as those who are permanently unable to work. Thus, it can justly be concluded that in October 1995 the actual employment figure for the youth was 69% or 11,2 million. But that was in 1995, yet we are today in the year 2000 and here we are congratulating graduandis most of whom we know are not employed, or may not be employed because of the picture I have painted of a declining Youth Labour Market.

A provincial distribution reflects that the number of unemployed youth is the highest in the Limpopo Province (61%), followed by the Eastern Cape (56%), Mpumalanga (51%) and Kwazulu-Natal (48%).

Resources to deal with the unemployment problem of the youth are scare. In accordance with the proposal of shared services to learners in the Report on "Quality Education for All:

Overcoming barriers to Learning and Development" to the Minister of Education (1997) as well as the Green and White Paper and Act on Further Education and Training (1998), I would like to propose that the Youth and Community Colleges, in collaboration with other stakeholders, take the lead to counter youth unemployment. The Department of Labour has expressed its willingness to join forces with our Youth/Community Colleges in the provisioning of Education and Training to the youth.

In order to understand the role of Community Colleges in Further Education and Training one has to understand Community College institutions derived their names from Community Education. Community Education is not a combination of disjointed programs or an addition on to the existing education structure. It is an educational philosophy, which has concern for all aspects for community life.

4.4.1 Analysis of Speech 3

The "who" parameter

The writer is a member of the executive council of the Limpopo Province responsible for the Department of Education. He is an experienced writer of many articles on a variety of topical issues, of which this text is one. The text exhibits a well-organized presentation with a beginning, middle and end. Paragraph 2 **Ndza mi losa na ku khensa loko mi ndzi xiximile hi ku ndzi rhamba ku ta tlangela ntirho wa vana va hina.** (I greet you and also would like to express my sincere gratitude for the honour you bestowed on me by inviting me to celebrate with you the achievements of your students). This text exhibits a good opening address which conforms to the requirements of a genre-text of this nature.

The "what" parameter

The "what" parameter is concerned with the type of writing the writer is engaged in. The writer produces this text in response to the invitation to a graduation ceremony in a teacher training College. He was concerned about the future of the graduandi as there were no posts available for the general stream course. Paragraph 1: **Ndza mi losa na ku khensa loko mi ndzi xiximile hi ku ndzi rhamba ku ta tlangela ntirho wa vana va hina. Ndzi tsakile swinene hikuva ndzi ta kota ku burisana na n'wina hi vumundzuku bya tiko ra hina, ngopfu, vumundzuku bya dyondzo ya vuthicara.** (I would like to take this opportunity to express my sincere gratitude for the honour you bestowed on me by inviting me to celebrate with you the achievements of our students, but this is also a critical

moment to share ideas amongst ourselves and the future of our country, particularly in the teacher education fraternity).

The “to whom” parameter

The writer presents the text to the audience comprising of Educationists, parents and students who are going to the field of teaching and who will find it very difficult to get a post because of the transformation and priorities that the Department has identified. Paragraph 4 **N'wina lava mi thwasaka namutlha mi langutane na ntlhontlho wa xiyimo xa le henhla hikuva ntirho wa vundyodzisi wu le ku cinceni swinene.** (You graduandi are faced with a great challenge because of the transformation that is facing the Department of Education currently).

The “for what purpose” parameter

This parameter is basically concerned with the purpose of the communication between the writer and the reader. This is exemplified by the extract in paragraph 2 which states that **Ndzi tsakile swinene hikuva ndzi ta kota ku burisana na n'wina hi vumundzuku bya tiko ra hina, ngopfu, vumundzuku bya dyondzo ya vuthicara** (I am happy because I will be able to share with you the future of our country is particularly in the teacher education fraternity). The writer refers this to the idea of rationalization of teacher training and the retraining of the newly qualified teachers in the scarce subjects such as technology, mathematicss and science, and he also appeals to them to redirect their expectations as newly qualified teachers.

The “why” parameter

Recall that the “why” parameter is exemplified by the underlying intentions or motives that may or may not be revealed by the writer’s functional purpose. The writer as a member of the Executive council responsible for education, tries to for-warn the graduandi that they may or may not find a job that they have qualified for due to the transformation and rationalization process in the Department of Education. This he makes clear in paragraph 6 **Xiphiqo xa ku kala ka mintirho i xikulu swinene e South Africa** (The problem of unemployment in South Africa is very serious). This, he states, is brought about by the new curriculum, the rationalization of colleges and redeployment of teachers to address the previous imbalances. He further explains that this matter is beyond his control, but a national problem.

The “writes” parameter

Functional sentence perspective: Informational structure

(i) Topic-comment analysis

The topic expression is sometimes complemented by a phrase or a clause that expresses or contributes the comment to it. Paragraph 2 **Kholichi leyi yi pfurile magondzo ya vumundzuku bya vanhu vo tala.** (This institution has so meticulously accepted the prosperous paths of many people). This sentence is a comment to the main topic which is a farewell message to the people whose moulding has been completed by the institution. He further comments on the topic when he states in paragraph 4 **Hambi loko mi heta tindiyondzo ta n'wina namuntlha, swi ta nonoha swinene leswaku mi kuma ntirho** (Even though you are completing your course today, it will be difficult for you to find a job). The sentence comments on the main topic by reminding them that it is indeed their farewell but a job is not guaranteed by the Department due to the transformation which is currently taking place in the Department of Education.

(ii) Topic-continuity

Topic-continuity is accomplished by the writer through the noun phrase which receives repeated mention in the text in paragraph 3 ... **ndzi tsundzuxa lava heteka tidiyondzo ta vona namuntlha...** (I would like to remind those who are completing their courses today). The writer uses a phrase which refers to a farewell differently, he refers to those who are completing their courses today, meaning that when you complete your course you are going away for good, i.e. farewell. He further uses the following clauses in paragraph 3 ... **U n'wile kwala ka xihlovo lexi** (He drank out of this well). The writer compares a farewell with a person who is thirsty, who after quenching the thirst, he leaves. The writer further compares a farewell with children who grow-up and be core independent, paragraph 3 **Tinhloko ta swikolo swo tala, swirho swa yindlo yo endla milawu na swirho swa mimfumo ya ka masipala, na xandla xa Nhloko ya kholichi, i vana va Tivumbeni College of Education.** (Principles of most schools, some members of the legislative assembly and members of the local government, and the vice-principal of the College, are the “children” of Tivumbeni College of Education).

(iii) Topic-structure analysis

The main topic of this farewell speech is **Ku cinca loku kunga kona etikweni ku endla leswaku minitirho yi pfumaleka** (The transformation which is taking place in the country causes unemployment). This main topic is supported by various sub-topics which appear in the text, paragraph 4 **Muntshwa un'wana na un'wana u fanele ku kula hambu loko ku ri na swiphiqo etikweni**. (Each and every youth must grow despite the difficulties which are there in the country). When youth grow they reflect independence and a farewell is assurance of independence of the graduating youth to fend for themselves, hence they are urged to still grow despite the lack of post in the Department of Education. Almost all the paragraphs in this text contain information about transformation and lack of jobs not only in the Department of Education but in the entire country. This is further explained in paragraph 6 **Ndzavisiso wu komba na kambe leswaku nhlayo ya vantshwa lava kalaka mintirho yi le henhla swinene** (Research indicates again that a number of unemployment youth has exalted). This statement also reinforces the main idea of the topic.

(iv) Given-new information

Given and new information concerns itself with information which is given, or already known to the reader, and that which is brand new information. The topic of the text written on top already attracts a reader. This represents information which is given to the reader, **Xipici xa holobye wa dyondzo eLimpopo Province hi nkarhi wa ntirho wa ku nyika tidiploma eTivumbeni College of Education** (Speech delivered by the Limpopo Province MEC for Education on the occasion of the Diploma awarding ceremony at Tivumbeni College of Education). This topic attracts the reader, it invites him/her or challenge him/her to read the brand new information which is brought by the MEC. What preoccupies in the mind of the reader is what new information will support the given information. All the problems and solutions written in the text give a further explanation to what the reader already knows. The reader knows about the transformation of the Department of Education and also about the rationalization of colleges, what he/she is keen to know is new information about this problem and its solution. Paragraph 3 **Xo sungula ndzi tsundzuxa lava heteka tidyondzo ta vona namuntlha, leswaku va heta tidyondzo ta vona hi nkarhi lowu tiko ra hina ri ti lulamisaka ku va eka xiyimo lexinene eka ikhonomi ya misava hinkwayo**. (First, I would like to remind the graduandi

that they complete their courses at the time when our country is preparing to improve on its global economy). In this text, the problem of transformation and participation by our country in the global economy has a problem but a reader is interested in a solution thereof, and this is found in the following paragraph 7 **Hikwalaho ka swona ndzi susumeta leswaku ti "Youth and Community Colleges" ti tirhisana na van'wana ku tumbuluxa mintirho ya vantshwa. Ndzawulo ya mintirho yi ti nyiketile ku tirhisana na tikholichi leti. Tikholichi leti i ta nkoka swinene hikuva ti dyondzisa vantshwa swiyenge hinkwaswo swa vutomi** (I would like to propose that the youth and community colleges, in collaboration with other stakeholders, take the lead to counter youth unemployment. The Department of Labour has expressed its willingness to join forces with out youth/community colleges in the provisioning of Education and Training to the youth.) This serves as new information and also serves as a solution to the problem of unemployment. In those new colleges, the youth (graduandi) will be redirected into new programs and the Department of Labour is there to give them employment upon completion of this new programs.

(v) Theme-rheme relations

Recall that theme-rheme is assumed as the first mentioned phrase in the main clause unit, and usually this coincides with subject/topic or a sentence. This is evident in the text in paragraph 3 **Mi heta tidyondzo ta n'wina hi nkarhi lowu mfumo wa xifundza wu hungutaka tikholichi ta dyondzo** (You are completing your courses at a time when the principal government is rationalizing colleges of Education). The first clause **Mi heta tidyondzo ta n'wina** (You are completing your courses) is the theme of sentence, where as **mfumo wa xifundza wu hungutaka tikholichi ta dyondzo** (when the principal government is rationalizing colleges of Education) is the rheme of the sentence. The theme-rheme relation in a sentence helps to give a clear meaning of the sentence since the rheme complement the main clause. Another example is in paragraph 4 **N'wina lava mi thwasaka namutlha mi langutane na ntlhontlho wa xiyimo xa le henhla** (You graduandi you are facing the biggest challenge of your life). The clause **N'wina lava mi thwasaka namutlha** (You who are graduating today) is the theme of the sentence and **mi langutane na ntlhontlho wa xiyimo xa le henhla** (you are facing the biggest challenge of your life) is the rheme of the sentence. This may happen that the theme may sometimes occupy the position of the topical subject, for example paragraph 4 **Lowu intlhontlho wa muntshwa wun'wana na wun'wana**. In this sentence the clause **Lowu intlhontlho** (this

is a challenge) becomes the theme, where as **wun'wana na wun'wana** (each and every youth) becomes the rheme. The communicative effect brought about by this juxtaposition is emphasis of the clause that occurs as a theme.

(vi) Focus-presupposition relations

Recall that the focus presupposition relation is exemplified by given information that is highlighted, assumed, foregrounded or presupposed. This is evident in the sentence in paragraph 2 **Kholichi ya Tivumbeni yi tswarile vachayeri vandhuma** (Tivumbeni college has produced leaders of note) with this statement he assumes that the readers will recall what he said at the beginning when he introduced himself, i.e. MEC for Education, OJ Mushwana (Mayor of Tzaneen) Mr Sambo (Vice Rector), as some of the products of the college are leaders in their own right. He further presupposes what the graduandi were supposed to have done, example paragraph 3 **Vadyondzisi lava a va fanele va dyondzile tidyondzo tin'wana leti hi nga na vusweti bya vatirhi eka tona** (The teachers (meaning graduandi) were suppose to have enrolled in the other subjects which we have no teachers for them). This statement serves as a prelude to the highlighted core business of the text which is exemplified by paragraph 3 **Tikholichi leti hungutiwaka ti ta hundzuka ti community and Youth Colleges na tindzhawu to letela vandyondzi si lava nga entirhweni**. (These rationalized colleges will become community colleges and youth colleges and also became in-service colleges for re-training of teachers, i.e. in the required skills). The device of focus-presupposition has enabled the writer to give more information in a very short space of time while focusing on the topic and theme.

Text cohesion

Text cohesion is exemplified by factors which contribute to the chronological appearance of the text. These factors are: reference, substitution, ellipses, conjunction, repetition, inclusion and collocation.

(a) Reference

Reference is characterized by making use of devices such as demonstratives, pronouns and other figurative expressions rather than literally mentioning what the writer wants to say in paragraph 2 **Kholichi leyi yi pfurile magondzo ya vumundzuku bya vanhu vo tala** (This college is opened many people's future). He is referring to the number of people

who are present as part of the audience whom he referred to by names and positions earlier in paragraph 3. He further states in paragraph 3 **Tikholichi leti hungutiwaka** (Rationalized colleges). These colleges are known by everybody (including Tivumbeni) there are seventeen such colleges, but he does not mention their names, he only refers to them as rationalized colleges. He further uses the demonstrative **leswi** (these) to refer to many problems which are being addressed, paragraph 5 **Mfumo lowuntshwa wu sungurile matshalatshala yo lulamisa swiphiqo leswi** (The new Government has started to redress these problems). **Leswi** refers to a series of problems indicated in paragraph 5. The device of reference has enabled the writer to achieve emphasis on his chosen aspects without enlisting all the necessary issues in reference.

(b) Comparative cohesion and substitution

Recall that comparative cohesion and substitution interact closely. This is exhibited in the following sentence from paragraph 3 **Vadyondzisi lava a va fanele va dyondzile tidyondzo tin'wana leti hi nga na vusweti bya vatirhi eka tona** (These learners were supposed to have enrolled in other courses which we have scarce human resources in). The word **tin'wana** (other) is comparing two types of fields and at the same time substitute these so-called scarce and unwanted courses. He further states in paragraph 3 **Eka nkarhi lowu hundzeke xifundza xa hina a xi ri na 22 wa tikholichi ta dyondzo**. (In the past, our Province had 22 colleges of Education). The sentence also exemplifies both comparative cohesion and substitution. This expression compares the past and the present and also substitute the rationalized by indicating the number and not the names. The writer has succeeded in using these devices to compare both the past and the present and he also substitute a number of items by using pronouns and other devices to achieve the desired effect.

(c) Conjunction

The writer uses the conjunction device to connect a series of things and also people of different status to achieve a flow in the text, such as in paragraph 3 **swirho swa yindlo yo endla milawu na swirho swa mimfumo ya ka masipala, na xandla xa Nhloko ya kholichi, i vana va Tivumbeni College of Education** (members of the legislative assembly and members of the local government and the vice rector of the College, are products of Tivumbeni College of Education). This complimentizer phrase is introduced

through the use of these conjunctions. The following is another example of the use of conjunctions, for example paragraph 4 **Hikwalaho ka mfumo lowu nga hundza na milawu leyi a yi fambisa vantima** (because of the past government and the laws that were governing blacks). This conjunction has connected the nouns denoting the Government and the laws.

(d) Demonstratives

The writer uses demonstratives frequently in order to establish nominal links, or link sentences constructions in the text. In other instances the writer makes use of demonstratives to emphasize points, for example in paragraph 2 **Kholichi leyi yi pfurile magondzo ya vumundzuku bya vanhu vo tala**. (This college has opened future pathways for many people). **Leyi** (this) has an emphatic and specific demonstrative. Another example is in paragraph 2 **Mina loyi ndzi vulavulaka, ndzi tokotile kwala eTivumbeni** (I, the one speaking have qualified in this college). The demonstrative **leyi** (this one) following the pronoun **mina** (I) has a more emphatic expression to the reader. He further states that in paragraph 2 **Meyara O.J. Mushwana, u n'wile kwala ka xihlovo lexi**. (The mayor OJ Mushwana, has drank here in this well). The combinations of the **kwala** (here) and **lexi** (this) bring about a meaning of attachment and importance of the college and its products.

(e) Repetition

The writer has used repetition devices in this text for the purpose of emphasizing his main ideas. He mentioned the word **vumundzuku** (the future) quite often. Paragraph 2 **vumundzuku bya tiko ra hina ... vumundzuku bya dyondzo ya vuthicara ...vumundzuku bya vanhu vo tala** (The future of our country ... the future of the teaching profession ...the future of many people) His speech is about the future of many people and issues due to the transformation which is implemented by the new Government. He also uses the word **tidyondzo** (courses) in the following paragraph 3 **ndzi tsundzuxa lava heteka tidyondzo ta vona... va heta tidyondzo ta vona... Mi heta tidyondzo ta n'wina... a va fanele va dyondzile tidyondzo tin'wana** (I want to remind those who completed their courses,... they completed their courses,... you completed your courses, ... they should have chosen other courses...). The repetition of the word

tidyondzo (courses) has an emphatic effect. The repetition device is used to emphasize the core of the text in this occasion.

Text coherence

Text coherence contributes to the identification of the structure of the text and its chronology. In discussing coherence here, the following factors will be explored: the non-linguistic bases of coherence; the discourse theme, elements of subordination and coordination; and the use of inferences.

(a) Non-linguistic bases of coherence

The reader of this text will immediately, through his/her experience in text reading, realizes that the text follows a particular structure and it has a specific chronological order. The reader will be struck by the conformation of this text into a normal genre with opening address, main body and conclusion. The writer begins his text with greetings, then acknowledges the invitation, he further introduces himself and other guests as former products of the College. He further explains the impact of transformation to the graduandi and the challenges thereof. This forms a chronology which develops the theme. More of this aspect will be discussed under Cognitive move structure in this study.

(b) Relevance

When the writer succeeds to write a text chronologically, it opens the possibility for the reader to identify some links in the text, which will relate to his or her past experiences. This text is a speech delivered at a farewell function at Tivumbeni College of Education, which is one of the rationalized colleges in the Limpopo Province. The MEC was talking about the future of the rationalized Colleges, the future of the teaching profession and the teachers and the rising unemployment of teachers in the country. All these are sensitive in the country. Everybody, especially the graduandi were all affected with this realistic and straightforward presentation. Any reader who is familiar with such miseries as highlighted in the text, will read it with much interest and enthusiasm. **Mi heta tidyondzo ta n'wina hinkarhi lowu xifundza xa hina xi letelaka vadyondzisi vo tala ku tlula lava lavekaka.** (You graduandi at a time when our Province is overproducing teachers). The writer has succeeded in presenting his text in a chronological order.

(c) Elements of subordination and coordination

The aspects of subordination and coordination are characterized by comparison and restatement. Comparison overlaps with comparative cohesion which was discussed earlier. The issue of comparison is discussed in paragraph 4 **Hikwalaho ka mfumo lowu nga hundza na milawu leyi a yi fambisa vantima, mintirho a ya ha ri kona.** (Because of the previous Government and the laws that used to govern blacks, there is no longer employment). This statement is given as the causes of unemployment, and this is compared with the following statement in paragraph 5 **Mfumo lowuntshwa wu sungurile matshalatshala yo lulamisa swiphiqo leswi** (The new government has started a program which will redress these problems).

The second element of subordination and coordination is restatement. This feature overlaps with the feature of repetition. In terms of restatement, considerations is given to restated words, phrases, clauses or elements in the text and why they are used by the writer. The following clauses are the same but yield a different impact due to their presentation, paragraph 2 **Kholichi leyi yi pfurile magondzo ya vumundzuku bya vanhu vo tala.** (This College has paved a future for many people). Paragraph 3 **Kholichi ya Tivumbeni yi tswarile vachayeri va ndhuma** (Tivumbeni College has produced dynamic leaders). These two sentences are all discussing about the products of this College but differently because of the writer's style and his intentions. The following three sentences also say the same thing, but differently. **Mina loyi ndzi vulavulaka ndzi tokotile kwala eTivumbeni** (I, the one speaking, qualified from this college); **Meyora OJ Mushwana, u nwile kwala ka xihlovo lexi** (The mayor, OJ Mushwana, drank from this well); **Tinhloko ta swikolo... i vana va Tivumbeni** (Principals of schools ... are the products of Tivumbeni). These three word are the repetition of one thing but with a different wording. The writer has succeeded also in the arrangement of his sentences and words to achieve his communicative goals of reinforcement of the point he makes about the future of the teaching profession and inevitable change of the colleges of Education.

(d) Use of inferences

Inferencing is exemplified by connecting new information and information already stored in the mind of the reader. In this text the information already stored in the mind of the reader relates to the situation when a person completes his teachers course he/she goes to find

job and work hence the farewell. The new information is given in the following sentences; paragraph 3 **va heta tidyondzo ta vona hi nkarhi lowu tiko ra hina ri ti lulamisaka ku va eka xiyimo lexinene eka ikhonomi ya misava hinkwayo**. (They are completing their courses at a time when our country is preparing to improve its economy in the global world). The new information is that the country is transforming and they become the victims of the circumstances. The second statements in **Mi heta tidyondzo ta n'wina hi nkarhi lowu mfumo wa xifundza wu hungutaka tikholichi ta dyondzo** (You are completing your courses at a time when our Province is rationalizing the Colleges). The two sentences have both the old information which was stored in the mind of the reader, that of people completing a Teachers Diploma and find a job, and the new information, namely that of the country entering into a global economy, and Colleges becoming rationalized respectively. The inferences above has linked the paragraphs well, while maintaining the theme of the text throughout. They both emphasize the theme of variety of the teaching profession.

(e) Rhetorical patterns with coherence

The rhetorical pattern identifiable in this text is the problem-solution pattern. The text presents the problem of variety of the teaching profession and thereafter offers a solution. Paragraph 3 **Vadyondzisi lava a va fanele va dyondzile tidyondzo tin'wana leti hi nga na vusweti bya vatirhi eka tona**. (These teachers could have qualified in other courses which we have scarce human resources in). The solution to this problem is that the rationalized colleges will be engaged in programs that will cater for the re-training of teachers in the scarce subjects. Paragraph 3 **Tikholichi leti hungutiwaka ti ta hundzuka ti community and Youth Colleges na tindzhawu to letela vandyondzi si lava nga entirhweni** (The rationalized Colleges will be turned into community and Youth Colleges and places of in-service training for teachers who are in the field). The writer has succeeded in using this device.

The Lexicon

Lexicon choice as a reflection of communicative purpose. This area of text analysis is concerned with the choice of lexical items, for example, verbs, nouns and sentence-initial elements which the writer uses in the text in order to achieve a specific communication purpose.

(i) Choice of sentence-initial elements

The choice of sentence-initial elements contributes to the interaction between the reader and the writer. Once the reader focuses on the lexical items in initial position of the sentence, he or she automatically builds a mental model about what the writer will talk about in the text. When in Paragraph 2 **Kholichi leyi yi pfurile magondzo ya vumundzuku bya vanhu vo tala.** (This college has paved a future for many people). One already builds up a positive picture of what to follow and indeed the writer mentioned a lot of good leaders, including himself as a product of the College. When he further writes in paragraph 3 **Mi heta tidyondzo ta n'wina hinkarhi lowu xifundza xa hina xi letelaka vadyondzisi vo tala ku tlula lava lavekaka** (You are completing your courses at a time when our Province produces more teachers than required). This is a signal of bad things to come in the mind of the reader, so whatever is mentioned about the lack of positions, re-training of teachers and rationalization of Colleges, was already expected by the reader through the opening address by the writer in the above sentence. This makes the reader pre-empt what is contained in the paragraphs that follow. The manner in which the writer begins the sentences, contributes well to acceptable conventions of text construction, as well as to the reader's understanding of the text thereof.

(ii) Choice of lexical items and phrases

The writer uses a particular word which has a special impact. He uses the word **vumundzuku** (future) very accurately to refer to the future of the College, the future of the teaching profession in the Limpopo Province, the future of our economy in the global world, for example: **Ndzi tsakile swinene hikuva ndzi ta kota ku burisana na n'wina hi vumundzuku bya tiko ra hina, ngopfu, vumundzuku bya dyondzo ya vuthicara.** (I am very happy because I will be able to discuss with you about the future of our country and in particular, the future of the teaching profession). In paragraph 2 he says **Tinhloko ta swikolo swo tala, swirho swa yindlo yo endla milawu na swirho swa mimfumo ya ka masipala, na xandla xa Nhloko ya kholichi, i vana va Tivumbeni** (Principals of Schools, members of legislative Assembly and members of the Local Government, and the Vice Rector of the College are the children product of Tivumbeni). The writer mentioned a lot of people and including himself and personified Tivumbeni by saying they are all children of this College. This has a connotation of saying that these children are enough one need no more products from this College. He further says in paragraph 4

Muntshwa un'wana na un'wana u fanele ku kula hambu loko ku ri na swiphiqo etikweni. (Every youth must grow-up even if there are problems in the country). The writer is soothing the reader by saying that even if the youth is faced with the bleak future as indicated above, he still needs to grow and he offers him an olive branch in paragraph 5 **Mfumo lowuntshwa wu sungurile matshalatshala yo lulamisa swiphiqo leswi,** (The new Government has put up a program to redress these problems). The whole problem and solutions revolve around the children (product) of Tivumbeni being all over, the future of the College not guaranteed, the youth must still grow despite unemployment and the Government having put a program in place which will address the problem. There is a logical flow of ideas and unity of thoughts throughout the text.

(iii) Cognitive move-structure

The following rhetorical moves can be distinguished in this text.

Move 1: Greetings and acknowledgement of the invitation. The writer first greets all the people according to their titles and ranks, paragraph 1 **Ndza mi losa na ku khensa loko mi ndzi xiximile hi ku ndzi rhamba ku ta tlangela ntirho wa vana va hina** (I greet you and also acknowledge your invitation which was extended to me on the graduation of our children).

Move 2: The future of the teaching profession and the graduandi. The writer states in paragraph 3 **Mi heta tidyondzo ta n'wina hinkarhi lowu xifundza xa hina xi letelaka vadyondzisi vo tala ku tlula lava lavekaka** (You are completing your courses at a time when our Province is producing more teachers than we need them). This poses a threat to both the College which is over producing and the graduates who are in abundance, who are not needed, i.e. they have no future. Job-opportunities are scarce.

Move 3: Unemployment and Causes. The writer says in paragraph 4 **Hambu loko mi heta tindyondzo ta n'wina namuntlha, swi ta nonoha swinene leswaku mi kuma ntirho** (Although you are completing your courses today, it will be very difficult for you to secure a position). He further says in paragraph 5 **Ku ya hi "Green paper on Further Education and Training, 1998", mintirho yi onhiwile hi mfumo lowu nga hundza** (According to the Green paper on Further Education and Training 1998, employment was disrupted by the previous Government).

Move 4: Redress of the problem. The writer offers a solution to the eminent unemployment by stating in paragraph 5 **Mfumo lowuntshwa wu sungurile matshalatshala yo lulamisa swiphiqo leswi**, (The new Government has started a program that will redress these problems). These cognitive move structures exhibit a chronological flow of events which form a unity of presentation.

4.5 SPEECH 4: MBULAVULO HI MEC EKA HOFISI YA PHIRIMIYA, MUHLONIPHEKI CATHERINE MABUZA HI HIV/AIDS NA KU YA EMAHLWENI HI XIVIKO HI KU RINGANA KA RIMBEWU EKA LEGISILECHA, LEBOWAKGOMO: 08th NYENYANKULU 2001

Mongo: Vavanuna na vona va nga endla leswaku ku va na ku hambana.

1. Manana xipikara, timembara ta ku hlonipheka, vaendzi va hina va nkoka, va yimeri va swiyenge hi ku hambana eka muganga, vamanana na vatatana.
2. Ntshamo lowu wa nkoka wu rhwexiwe vutihlamuleri na ku endla vulavisisi hi vukheta hi Palamente ya vamanana ya 1999. A ku ri ntshamo wa Palamente lowu nga nyika mfumo na tindzawulo ta wona vurhumiwa lebyi pfumeleriwaka. Leswi swi katsa ku tirhisana na migingiriko ya HIV/AIDS hi OSW, ku vona hi ku hetiseka xiave na xandla lexi vamanana va nga na xona, ku tirhisiwa ka swiendlo leswi khumbaka vana na vamanana. Leswi i swiendlo swo fana na ku thoriwa hi ku ringanana ku susa kwiri na ku tekela enhlokweni matekanele ya maendlele ya xintu.
3. Hi mayelana na HIV/AIDS
Ku ya emahlweni na ku xanisiwa hi xitsongwatsongwana xa HIV/AIDS switisa xirhalanganyi lexi kongomanaka na tiko hinkwaro, hambi ku ri eka misava hi ku angarhela, swa laveka leswaku hi tihlamulela. Vuvabyi lebyi byi tsutsuma bya rihati. Ku ka hi nga titshembi na ku hela matimba swi sungula ku hlula eka ntshembo wa lava nga khoma hi xirha lexi xa xitsongwatsongwana lexi xa nghozi swonghasi. Leswi katsaka xirha lexo hlasela misava i kholera, rifuva na nkayivelo wa swakudya.
4. Tinhlayo ti komba leswaku ku na ku khumbeka ku ya hi ku hlaseriwa ka va malembe lama a ya nga toloveriwangi ku khomiwa hi mavabyi lawa eka Phorovhinsi

na tiko hinkwaro. Loko va malembe ya 26 - 35 va tikomba va ri eku tlakukeni ku ya hi lava nga hlaseriwa hi xitsongwatsongwana lexi. Hambiswiritano, mfumo wa Phorovhinsi ya hina wu karhi ku kuma tindlela leti lwisaka ku ringeta ku hlula xinghunghumana lexi xo pfumala ntwela vusiwana. Hi timbuluxe tindlela leti endlaka leswaku hinkwavo lava nga khomiwa hi vuvabyi lebyi va va ni xandla eka tindhawu ta vona.

5. Phirimiya u simeke nkrama lowu nga ta ngenisa swilaveko swa tiyindlu na swilaveko swa nkoka eka lava va vabyaka ni lava va hluphekaka ngopfu emigangeni ya hina. Ehandle ka ku tumbuluxa tikomiti leti ti tirhisanaka eka tindzawulo hi HIV/AIDS leti ntirho wa tona ku nga ku vonisana hi migingiriko leyi yelanaka na xitsongwatsongwana, hi tlhela hi simeka xipfuno xa khansele ya Phorovhinsi lexi katsaka hinkwavo lava khumbekaka.
6. Hi 29 Dzivamisoko 2000, ku simekiwe khomixini ya vantshwa leyi a yi ri na xikimi xa vantshwa lava hanyaka na AIDS, lava nga ta tirha tani hi vaambasadara. Nakambe hi na NAPWA ya Phorovhinsi leyi vumbiwaka hi nkombo wa vayimeri lava ntirho wa vona ku nga ku byala moya wa ku va vanhu va nga ha miyeli exikarhi ka vanhu lava hanyaka na HIV/AIDS na byin'wana vuvabyi byo yelana na byona. Ku vhaka ka nkrama wa vana wa Nelson Mandela swi pfunile hi tlhelo. Hi ku tsakisiwa na ku khorwisiwa hi maendlelo lawa hi tumbuluxe nkrama lowu, wu tlhela wu tshembisa ku hakelela tindhawu ta vana lava feraweke leti hi nga ta titumbuluxa ka nkarhi lowu ttaka.
7. Ku ya hi matshalatshala lawa, ku fikela sweswi.
 - * Hi humesa maendlelo yo hlanya ku sukela eka maphepha yo namekiwa.
 - * Ku ya vulavula eka Radio eka swifundza swo hambana naswona hi katsa tinhloko-mhaka to hambana-hambana.
 - * Hi vone swifundza swa mune leswi hi nga ta hangalasa swipfuno leswi.
 - * Ku endlwe vulavisisi hi ku vutisa vanhu hi HIV/AIDS eka tindhawu ta mintirho etihofisi mayelana na swiyimo swa vamanana.
8. Hi le ku hoxeni ka voko eka xiyenge lexi tiko hinkwaro hi ku endla vulavisisi hi vuvabyi byo tlulela ku suka eka manana ku ya eka n'wana ku va hi kota ku lawula "Neverapen" loko yo ka yi rhijisitariwa. Matshamelo ya vanhu ya komba leswaku

minkarhi yo dyondzisa na ku letela hi HIV/AIDS ku va yona ndlelankulu eka mhaka leyi. Ndzawulo ya Rihanyu na Dyondzo hi tona ti nga nyikiwa ntirho lowu wo dyondzisa lava nga ta va vamakomba-ndlela, leswaku va ntivisa hi HIV/AIDS eka tindzawulo ta mfumo.

9. Tidyondzo ta hina ti kongomisiwa eka ku dyondzisa vavabyi lava nga le ka tindhawu to hlayisela vavabyi. Tindhawu to hlayanyana leti nga vuhlayiselo bya vavabyi lava ti pfuriwile eSeshego, Mankweng na Thohoyandou.
10. Ndzawulo ya Rihanyo hi yona yi rhangeleka xiyenge lexi. Switici hinkwaswo swa maphorisa swi fanele ku tirhisa maendlelo lawa. Ku fanele ku tumbuluxiwa na tikamara laha ku nga ta nyikiwa matimba na ku tsundzuxiwa ka vamanana na vana lava xanisiwaka. Vo tala va maphorisa va dyondzisiwile ku lwa na xirhalanganyi lexi. Ehenhla ka hinkwaswo kwalomu ka R2m yi lulamisiwile naswona yi hlayisiwa hi va vutomi lebyinene, va Rihanyu ni va nhlango wa dyondzo. R1m yi lulamiseriwe ku hakelela lava minhlango yo ka yi nga ri ya mfumo wa phorovinsi. Swiyenge swa 149 swi ve se swi hakeriwile.
11. Ku tirhisiwa ka nawu wo ringanana ka rimbewu
Xirhalanganyi xa ku lwela ntshuxeko wa vamanana xi ya emahlweni laha ku nga ta va mhakankulu eka ku tisa ku hundzuka na ku fikelela ku hundzuka ka tiko rerhu. Hambi leswi matshamele ya swilo sweswi ya hundziwaka ngopfu hi leswi a hiswi languterile hi sungule ku vona leswi kombaka ku antswa ka swilo. Mpimanyeto wa vanhu lava ha tiyeke ku tlakusa ikhonomi eka Phorovhinsi hi 1999 yi komba ntsengo wa 623,997 wa vavanuna na 644,425 wa vavasati, loko mpimanyeto wa hinkwavo lava tirhaka eka Phorovhinsi hi Mawuwana 2000 a wu ri 55,738 wa vavanuna na 59,312 wa vavasati.
12. Hi tlhelo rin'wana ku na mintlawa na swiyenge leswo ka swi nga yimeriwangi kahle eka Phorovhinsi. Leswi swi paluxiwa eka lavakulu ni va le xikarhi va vufambisi laha ku nga tala ngopfu vaxinuna. Eka mintirho yo ka yi nga ri ya mfumo, ni va mintirho yo tihanyisa vona vini ngopfu - ngopfu na vona va fanele ku tikatsa. Va fanele va va varhangeri eka matshalatshala yo pfuxa vamanana eka swa timali.

Xikombiso eka xiphemu xa mintirho ya mfumo eka Phorovhinsi, ehenhla ka varhangeri lava le henhla va 126 ko va 20 lava nga va ka manana ntsena. Ehenhla ka varhangeri va le xikarhi va 728 ko va 202 lava nga vavasati.

13. Xifaniso lexi xi tipaluxa hi ndlela leyi landzelaka.

Tindzawulo	Rimbewu	Tinhlayo
1. Hofisi ya Phirimiya	Vavanuna Vavasati	15 7
2. Mfumo-wa tindhawu na tiyindlu	Vavanuna Vavasati	7 3
3. Timali, swa ikhonomi na timhaka ta vaendzi	Vavanuna Vavasati	16 0
4. Dyondzo	Vavanuna Vavasati	19 3
5. Vurimi na mbango	Vavanuna Vavasati	10 1
6. Mintirho ya vanhu	Vavanuna Vavasati	11 0
7. Vutleketli	Vavanuna Vavasati	5 1
8. Rihanyi na swa nkoka	Vavanuna Vavasati	16 3
9. Vuhlayiseko na Vuyimeri	Vavanuna Vavasati	2 1

Tinhlayo ta ndzawulo ya swa mintlangu, vutshila na swa xintu a ta ha ri eku langutisiweni hi nkarhi lowu ku nga tsariwa vulavisisi lebyi.

Hi ku amukeriwa ka maendlele ya matekanele ya Xintu.

14. Hambileswi swa ha ri ki masungulo, vanhu Vantima ngopfu-ngopfu va sungule ku vona nkoka wa nawu lowu. Ku hatlisisiwa ka ku tirhisiwa ka nawu lowu a ka ha ri leswi ku nga vulavuriwaka hi swona. Mfumo wa le xikarhi wu veke mali leyi nga ta dyondzisa vanhu hi dyondzo leyi. Hi tshemba leswaku leswi swi ta hi fikisa ekule mayelana na xikongomelo xa ku pfuxeta matiko ya Afrika. Hi fanele ku pfuneta mfumo wa le xikarhi hi ku tumbuluxa migingiriko leyi vumbaka vun'we eka ku lemukisa vanhu hi xiringanyeto lexi.

15. Mayelana na ku humesa khwiri. Ku humesa khwiri ka le xihundleni ka ha ri mhaka leyi khumbaka swinene. A hi lavi ku teka ku tindzunisa hi vutivi bya vanhu va muganga wa hina, Vana va va na makhwiri hi nhlayo ya le henhla swinene.

Hambiswiritano mfumo wu ringeta ku endla tindlela leti nga fikeleriwaka hi ku olova. Hi ve hi vutisele vaaka-tiko hi mhaka leyi na ku tshemba leswaku swi ta tiyisisa maendlele lawa eka nkarhi lowu taka. Ndzi tshemba leswaku timhaka leti boxiweke ti ta va tshaku laha mbulavurisano wa hina wu nga ta yima kona. Leswi swi vumba mhaka hinkwayo leyi mfumo wu yi endleke ku tirha leswi mi wu rhumeke, ku tiyisa vutomi byo antswa eka vanhu, vana na vamanana ngopfu-ngopfu. Ha ha kombela na ku seketeriwa hi ku hetiseka eka ndlela ya hina leyo leha ya ku herisa ku langutelana ehansi, vusiwana na swin'wana leswi nga lavekeki eka vumunhu.

NDZA MI KHENSA

SPEECH BY THE MEC IN THE OFFICE OF THE PHIRIMIYA, THE HON. CATHERINE MABUZA ON HIV/AIDS AND PROGRESS REPORT ON GENDER EQUALITY IN THE LEGISLATURE, LEBOWAKGOMO: 08TH MARCH 2001

Theme: Men can also make a difference

Madam Speaker, the honorable members, distinguished guests, representatives of various organs of civil society, Ladies and Gentlemen.

This important sitting is charged with the responsibility to do a thorough evaluation and introspection of the 1999 women's parliament. That was the parliamentary sitting that gave the government and its departments a clear mandate. These included coordination of HIV/AIDS activities by OSW, recognition of the role and potential of women, implementation of the Acts affecting the lives of children and women. These are the Acts such as Employment Equity, Termination of Pregnancy and Recognition of Customary Marriage Act.

With regard to HIV/AIDS

The continued scourge of HIV/AIDS epidemic poses a challenge that the whole nation, let alone the world at large, is required to respond to. The disease is on the rampage. Despair and hopelessness seem to be assuming dominance over hope for the victims of this vicious syndrome. Linked to this pandemic is cholera, tuberculosis and malnutrition.

The statistics also has it that there is a disturbing shift in terms of the affected age groups both in the province and the country as a whole. While the 16 - 25 age group appears to be on the decline in terms of the number of infected people, the 26 - 35 age group shows an increase in the number of infected persons.

Nevertheless, our provincial government is gradually making substantial inroads in its struggle to defeat this merciless monster. We have established systems to create an enabling environment for all the participants and the affected.

The Phirimiya has launched the Trust Fund to generate more resources for the shelter and general welfare of the victims and the most vulnerable groups in our society. Apart from establishing the interdepartmental HIV/AIDS Committee whose role is to co-ordinate activities related to this epidemic, we have also launched the Provincial Aids Council composed of almost all stakeholders.

On the 29th April 2000, the Youth Commission has launched a project for the Young people living with AIDS, who will serve as ambassadors. We also have Provincial NAPWA consisting of 7 representatives whose role is to mainly inculcate the culture of **break the silence** amongst people living with HIV/AIDS and related infections.

The visit by the Nelson Mandela Children Trust Fund has also been a blessing in disguise. Having been impressed and convinced by the systems we have established, it committed itself to fund Orphanage Centre we intent to establish in the near future.

Through these initiatives, we have thus far

- * Produced several materials ranging from posters to pamphlets
- * Attached Radio Talk shows in different regions and covering different topics.
- * Identified 4 pilot regions for the distribution of feminism
- * Conducted public hearing on HIV/AIDS at work place through the Office on Status of Women

Program-wise we are participating in the National extension of research sites for Mother-to-Child transmission of HIV for administering of Niverapen, once it is registered. The Social Cluster has identified training and counseling sessions on HIV/AIDS to be the main

projects for this term. The Departments of Health and Education have been tasked to train those at the Director level and beyond, in order for them to become professional counselors in HIV/AIDS in the government departments.

Our program is also focused on what we call Victims Empowerment Centres. A number of Pilot Victim Empowerment Centres have been established in the areas like Seshego, Mankweng and Thohoyandou.

The Department of Health is in the forefront of this program. All Police Stations are required to implement this program. It also requires establishment of special rooms for empowerment and counseling of women and children who are victims of abuse. Most SAPS members have been trained to meet this challenge. Above all, about R2M has been identified and is managed by Welfare, Health and Education Consortium. R1m of it is specifically earmarked for funding of provincial NGO's. 149 projects have already been funded.

Implementation of Gender Equity Act

The struggle for the emancipation of women continues to be a centre - piece of the struggle for the transformation and ultimate liberation of our country. Although the current situation is by far exceeded by expectations, we indeed have begun to observe signs of improvement.

Projected estimation of economically active population in the Province in 1999 reflect a total of 623,997 male and 644,425 female, while the projected employment figures of the province during July 2000 were 55,738 males and 59,312 females.

On the other hand there are categories and levels of under representation in the province. It is reflected in the senior and middle management where there is an extreme male domination. The private sector, the parastatals in particular are not an exception. They should be champions of women economic empowerment initiatives. To this end, little has been forthcoming from this sector.

For instance, in provincial public sector, out of 126 senior managers, only 20 are female. And out of 728 middle managers, only 202 are women.

The scenario presents itself as follows:

Department	Gender	Figure
1. Office of the Phirimiya	Male	15
	Female	7
2. Local Government and Housing	Male	7
	Female	3
3. Finance, Economic Affairs and Tourism	Male	16
	Female	0
4. Education	Male	19
	Female	3
5. Agriculture and Environment	Male	10
	Female	1
6. Public Works	Male	11
	Female	0
7. Transport	Male	5
	Female	1
8. Health and Welfare	Male	16
	Female	3
9. Safety, Security and Liaison	Male	2
	Female	1

Statistics for the Department of Sport, Arts and Culture were still being worked out at the time of writing this input.

On Recognition of Customary Marriage Act

Though at its initial stage, the public and the African community in particular have begun to recognize the importance of this Act. Its speedy implementation is no longer up for discussion. The national government has budgeted for the public educational campaign on this very subject. We hope this will go a long way in taking us closer to the objectives of the African Renaissance. We need to compliment these national efforts by also developing a workable and coherent plan of action to conscientize our communities about this Act.

On Termination of Pregnancy

Back street abortions are still a cause for concern. We dare not take pride at the level of awareness by members of our community, the teenagers fall pregnant at an alarming rate. However, the government has been putting some reasonable amount of effort in place. We have already conducted public hearings on this subject and hope to consolidate and further such programs in the near future.

I trust that this input would serve as a leg on which our debate will stand. This mainly constitute the synoptic overview of what the government has done in carrying out its mandate, ensuring better life for all, children and women in particular. We are also appealing for unreserved support in our long path to end inequality, poverty and other ills of humanity.

I THANK YOU

4.5.1 ANALYSIS OF SPEECH 4 BY MC MABUZA

The “who” parameter

The writer is the MEC in the office of the Phirimiya of the Limpopo Province. She is responsible for transformation in the Province and also accountable for the status of women and gender equity. She is an experienced writer as a politician, she wrote many political texts which are also analyzed in this study. Her text exhibits a clear chronology and coherence found in many text which has a beginning, body and conclusion, for example in paragraph 1 **Manana xipikara, timembara ta ku hlonipheka, vaendzi va hina va nkoka, va yimeri va swiyenge hi ku hambana eka muganga, vamanana na vatatana** (Madam Speaker, honorable members, distinguished guests, representatives, various organs of civil society, Ladies and Gentlemen). This exhibits an appropriate opening address by the writer.

The “what” parameter

The writer writes this text as a presentation mandated by parliament on the women's parliament of 1999. She was writing about the coordination of HIV/AIDS activities, recognition of the role and potential of women, implementation of the Acts affecting the lives of children and women. These are the acts of gender equity, termination of pregnancy and recognition of customary marriage Act. The woman's parliament is a special sitting of Parliament by women in 1999 to discuss and define the role and potential of women, implementation of the acts affecting the lives of children and woman).

The “to whom” parameter

The writer presents the text in the Limpopo Province Legislative assembly at Lebowa kgomo to the speaker of Parliament, members of the Legislature, guests representing various organs of civil society and the observer or audience.

The “why” parameter

The writer, as member of the Executive Council responsible for the status of women, gender equity in the office of the Phirimiya was mandated by the House of Assembly through the Parliament of women in 1999 to investigate the issues she is responsible for. Paragraph 2 **A ku ri ntshamo wa Palamente lowu nga nyika mfumo na tindzawulo ta wona vurhumiwa lebyi pfumeleriwaka** (That was the Parliamentary sitting that gave the government and its departments a clean mandate). This clearly indicates that whatever she is presenting is a report of that mandate of 1999. She has investigated the issues related to the coordination of HIV/AIDS, employment equity, termination of pregnancy and recognition of customary marriage Act.

The “for what purpose” parameter

The writer tries to communicate to the reader the purpose of the writing. In this text the writer is giving a report back of the parliamentary sitting of women mandate of 199 about the status of woman and children, HIV/AIDS and the recognition of customary marriage Act.

The “writes” parameter

Functional sentence perspective: Informational structure

(i) Topic-comment analysis

The topic expression is sometimes complemented by a phrase or a clause that expresses or constitutes the comment to it. The clause in paragraph 3 **Vuvabyi lebyi byi tsutsuma bya rihati** (The disease is on a rampage). This is a comment about the topic under discussion, i.e. HIV/AIDS. The following clause is also a comment about the topic under discussions HIV/AIDS in paragraph 9 **Tindhawu to hlayanyana leti nga vuhlayiselo bya vavabyi lava ti pfuriwile eSeshego, Mankweng na Thohoyandou** (A number of pilot victims empowerment centers have been established in the areas like Seshego, Mankweng and Thohoyandou). The phrases cited above are a comment to the main topic, i.e. HIV/AIDS.

(ii) Topic-continuity

The writer uses different phrases which refer to the topic HIV/AIDS. Besides the word HIV/AIDS, he uses in paragraph 4 **xinghunghumana lexi xo pfumala ntwela vusiwana** (This merciless monster). On gender equity, the writer states in paragraph 11 **Xirhalanganyi xa ku lwela ntshuxeko wa vamanana** (The struggle for the emancipation of women continues). She is referring to the implementation of gender equity with another word. The phrases above are expanding on the given topics.

(iii) Topic-structure analysis

The main topic of this text is **Ku tirhisana na migingiriko ya HIV/AIDS hi osn, ku vona hi ku hetiseka xiave na xandla lexi vamanana va nga na xona, ku tirhisiwa ka swiendlo leswi khumbaka vana na vamanana** (Coordination of HIV/AIDS activities by OSN, recognition of the role and potential of women, implementation of the Acts affecting the lives of children and women). This main topic is supported by various subtopics and captions which appear in the text. Paragraph 3 **xitsongwatsongwana lexi xa nghozi swonghasi** (this vicious syndrome). This is referring to HIV/AIDS. The writer further states in paragraph 11 **ku lwela ntshuxeko wa vamanana** (The emancipation of woman). Here, she refers to the implementation of gender equity act. Most of the paragraphs in this text reinforce the idea of the HIV/AIDS and gender equity issues.

(iv) Given-new information

Given-new information is characterized by information which is already given by the writer in the form of a topic. This topic assists to attract the reader to read on for new information. Readers are interested in finding solutions of the problems which they already know, so when the reader reads a text he/she is interested mostly in the solution to the problem raised by the main topic of the text. In this text the main topic is **mingingiriko ya HIV/AIDS hi OSN, ku vona hi ku hetiseka xiave na xandla lexi vamanana va nga na xona** (Coordination of HIV/AIDS activities by OSN, recognition of the role and potential of women, implementation of the Acts affecting the lives of children and women). This headline represents the information given to the reader. The mind of the reader is preoccupied with finding the new information which will back up the given information. All the problems and solutions written in the text give further explanation to

what the reader already knows. In his text, the problem of HIV/AIDS and gender equity is introduced to the reader through the headline or main topic and the solution is introduced by the writer, as in paragraph 8 **Ndzawulo ya Rihanyu na Dyondzo hi tona ti nga nyikiwa ntirho lowu wo dyondzisa lava nga ta va vamakomba-ndlela, leswaku va tivisa hi HIV/AIDS eka tindzawulo ta mfumo** (The Departments of Health and Education have been tasked to train those at the Director level and beyond, in order for them to become professional counselors in HIV/AIDS in the Government departments). On the other hand the gender equity problem has been solved in a way, for example in paragraph 11 **hi sungule ku vona leswi kombaka ku antswa ka swilo ... mpimanyeto wa hinkwavo lava tirhaka eka Phorovhinsi hi Mawuwana 2000 a wu ri 55,738 wa vavanuna na 59,312 wa vavasati.** (We indeed have begun to observe signs of improvement ... the projected employment figures of the province during July 2000 were 55 738 males and 59 312 females). The new information is offering solutions to the information which was stored in the mind of the reader.

(v) Theme-rheme relations

Theme-rheme relations are exhibited in this text in the extracts, in paragraph 3 **Ku ya emahlweni na ku xanisiwa hi xitsongwatsongwana xa HIV/AIDS switisa xirhalanganyi lexi kongomanaka na tiko hinkwaro** (The continued scourge of HIV/AIDS epidemic poses a challenge that the whole nation, let alone the world at large, is required to respond to). The theme of the sentence is **ku xanisiwa hi xitsongwatsongwana xa HIV/AIDS** (The continued scourge of HIV/AIDS epidemic). The rheme is **swa laveka leswaku hi tihlamulela** (is a challenge that the whole nation, let alone the world at large, is required to respond to). In the gender equity report we find theme/rheme at the following paragraph 11 **Xirhalanganyi xa ku lwela ntshuxeko wa vamanana xi ya emahlweni laha ku nga ta va mhakankulu eka ku tisa ku hundzuka na ku fikelela ku hundzuka ka tiko rerhu** (The struggle for the emancipation of women continues to be a centre-piece of the struggle for the transformation and ultimate liberation of our country). The theme of the sentence is **Xirhalanganyi xa ku lwela ntshuxeko wa vamanana** (The struggle for the emancipation of women). The rheme thereof is expressed in the sentence **xi ya emahlweni laha ku nga ta va mhakankulu eka ku tisa ku hundzuka na ku fikelela ku hundzuka ka tiko rerhu** (continues to be a centre-piece of the struggle for the transformation and ultimate liberation of our country). When one looks at the sentences given above, the theme of the sentence needs the rheme to express a complete meaning

in both instances, hence they form a theme-rheme relation. The writer has successfully employed this device to complete her sentences and to convey her messages well.

(vi) Focus-Presupposition relations

In terms of the device of focus-presupposition there is information which is highlighted, assumed, foregrounded or presupposed. The information presupposed by the writer is the spread of HIV/AIDS epidemic, the gender equity Act, the termination of pregnancy and the recognition of customary marriage act. In these cases pronouns or demonstratives are used in the place of the list of items under discussion. Paragraph 3 **Vuvabyi lebyi byi tsutsuma bya rihati**. (The disease is on a rampage). The pronoun **vuvabyi** (disease) emphasizes HIV/AIDS and the demonstrative **lebyi** (this one) also refers to the specific deadly disease, i.e. HIV/AIDS. In the gender equity report the statistics the writer presents in paragraph 12 **...ka varhangeri lava le henhla va 126 ko va 20 lava nga va ka manana ntsena**. (...out of 126 senior managers, only 20 are female). The writer does not want to write the whole statistical data presented in this text, but always refer to this shorter version in terms of focus-presupposition relations. The writer managed to use this device in order to achieve his intended communicative objective.

Text cohesion

The reader will recall that the aspect of text cohesion can be discussed by considering factors which contribute to the chronological development of the text. Those factors are: reference, substitution, ellipsis, conjunction, repetition, inclusion and collocation.

(a) Reference

Reference is established in numerous paragraphs in the text, for example, in paragraph 5 **lava khumbekaka** (stakeholders). This clause is a reference to all members of legislative who represent committees in different departments and also all members of the committees from different departments as she mentions them in many sentences, for example: **ehandle ka ku tumbuluxa tikomiti leti tirhisanaka eka tindzawulo hi HIV/AIDS** (Apart from establishing the interdepartmental HIV/AIDS committee). These are the other stakeholders referred to by the statement above. Reference is also made when the writer in paragraph 6 states that **vanhu lava hanyaka na HIV/AIDS na byin'wana vuvabyi byo yelana na byona**. (People living with HIV/AIDS and related infections). This

statement is a reference of the infections and diseases mentioned in paragraph 3 **Leswi katsaka xirha lexo hlasela misava i kholera, rifuva na nkayivelo wa swakudya** (Other diseases linked to this pandemic is cholera, tuberculosis and malnutrition).

(b) Comparative cohesion and substitution

Comparative cohesion and substitution interact closely in this text. These devices are used simultaneously in paragraph 1 **Vavanuna na vona va nga endla leswaku ku va na ku hambana** (Men can also make a difference). This statement compares men and women and children, who are presently making a difference. She further writes in paragraph 1 that **vaendzi va hina va nkoka, va yimeri va swiyenge hi ku hambana eka muganga, vamanana na vatatana** (Distinguished guests, representatives of various organs of civil society, Ladies and Gentlemen). This statement compares the status of people in the Provincial Legislature and further substitutes an expression for people by not mentioning their names and ranks, and also the Department they represent. She further uses this device in paragraph 10 when she states that **Vo tala va maphorisa va dyondzisiwile** (Most of the SAPS members have been trained). In this statement the writer compares the trained and the untrained SAPS members and at the same time omits reference to those police of who are not trained by using the expression. The writer has successfully used the device to convey her message.

(c) Conjunction

A number of conjunctions can be identified from the text which accomplish different effects. Paragraph 1 includes **Vavanuna na vona va nga endla leswaku ku va na ku hambana** (Men can also make a difference). The conjunct **vanga** (also) connects the two clause and made the whole sentence to have a different effect altogether. The conjunct **leswaku** (that) forms a connection between the first clause and the second by making the sentence to have a flow of idea. Other paragraphs demonstrate the use of conjunction, for example in the following sentence, paragraph 4 **Hi timbuluxe tindlela leti endlaka leswaku hinkwavo lava nga khomiwa hi vuvabyi lebyi va va ni xandla eka tindhawu ta vona**. (We have created opportunities that will see to it that all those who are suffering from this dreadful disease should have a helping hand in the places they came from). The conjunct **leswaku** (that), **hi** (with) contributes towards the chronology of this text. The conjunct **wa** (of) and **na** (and) express comparison between the number of men and

women in the Province who are working. Paragraph 11 **mpimanyeto wa hinkwavo lava tirhaka eka Phorovhinsi hi Mawuwana 2000 a wu ri 55,738 wa vavanuna na 59,312 wa vavasati**. (Employment statistics of the Province during July 2002 was 55 738 of males and 59 312 of females). The use of conjunctions has contributed to creating a logical flow of events in this text.

(d) Demonstratives

Demonstratives are used in this text to establish nominal links or to link sentences. Most of the demonstratives in this text are used together with the nouns they modify. This is evident in paragraph 2 when the writer states that **Leswi i swiendlo swo fana na ku thoriwa hi ku ringanana** (These are the acts such as employment equity). The demonstrative **leswi** (these) is used to emphasize and highlight this act. In the sentence in paragraph 8 ... **ku va yona ndlelankulu eka mhaka leyi** (This should be the main trend of this issue), **leyi** (this) is used to emphasize the noun which is modified. The use of demonstratives enables the writer to accomplish focus and emphasis where necessary. The writer has managed to use this device appropriately.

(e) Repetition

In this text the repetition device is used to emphasize the importance of the issues under discussion. The writer states in paragraph 1 that **ntshamo lowu wa nkoka** (this important sitting) She further states that **Akuri ntshamo lowu wa Palamente** (that was the Parliamentary sitting...). She repeats this phrase to show that this particular Parliamentary sitting was very important because it was a special sitting of women. She further exhibits her preference of repeating a word for a particular effect in the following clauses **ku xanisiwa hi xitsongwatsongwana xa Aids** (The continued scourge of HIV/AIDS epidemic); **vuvabyi lebyi byi tsutsama bya rihati** (The disease is on a rampage). These two statements are used to make the seriousness of this disease more emphatic to the reader so that he/she can see the seriousness of it. The writer has succeeded in using this device of repetition effectively to emphasize the issues under discussion in this text.

Text coherence

Recall that the aspect of text coherence contributes to the logical development of the structure of the text and its chronology. In this text the following factors will be explored: the non-linguistic bases of coherence, the discourse theme, elements of subordination and coordination and the use of inferences.

(a) Non-linguistic bases of coherence

The text develops in terms of a structure with a clear chronology. The text is a report of a mandated obligation by the special sitting of parliament to investigate three things: Coordination of HIV/AIDS, recognition of the role and potential of woman, implementation of the acts affecting the lives of children and women. The writer produces a coherence message or report by using the devices of repetition, conjunctions and demonstratives, for example **ntshamo lawu wa nkoka... a kuri ntshamo wa palamente ... Leswi swi katsa...; ku vona hi ku hetiseka... Leswi i swisendlo...** (This important sitting ... that was the parliamentary sitting; ... These included coordination ... ;These are the acts such as...). These devices links the paragraphs and also makes the flow of message follow a chronological order. The writer has succeeded in achieving the desired objective that of linking all the paragraphs while maintaining the theme of the text.

(b) Relevance

A well-written text, which follows a particular chronology will evoke in some readers an identity with some links in the text which relate with their past or present experiences. This text focuses on the issues which are presently a source of debate and, issues which cause the political organizations to debate extensively, and things which are topical: HIV/AIDS, gender equity, the customary marriage Act and the termination of pregnancy Act. It is relevant because some of the readers are affected directly or indirectly, some are living with the HIV/AIDS virus, others are married poligamously, others are discriminated against just because they are woman, while others are dismissed from their jobs because of their HIV/AIDS status. The following statement bears testimony of this **Hi tumbuluxe tindlela leti endlaka leswaku hinkwavo lava nga khomiwa hi vuvabyi lebyi va va ni xandla eka tindhawu ta vona.** (We have established systems to create an enabling environment for all the participants and the affected).

(c) Elements of subordination and coordination

The aspect of subordination and coordination involves issues of comparison and restatement. Comparison is evident when the writer states in Paragraph 1 **Vavanuna na vona va nga endla leswaku ku va na ku hambana** (Men can also make a difference). This statement compares men who are presently not making a difference with others probably women or children, who are presently engaged in issues, and making a difference. He further writes in the opening paragraph **vaendzi va hina va nkoka ... vamanana na vatatana** (our distinguished guests, Ladies and gentlemen). In the audience there are different people of different status, some are distinguished guests and others are ordinary people, who are referred to as ladies and gentlemen. The writer uses this cohesion masker to emphasize the difference such as men and women or children and the cohesion devices to establish a chronological flow of his text.

The second element of subordination and coordination is restatement. This device functions like repetition discussed in the previous section of this analysis. The writer in this text uses repetition of words to solicit a particular effect, for example **xitsongwatsongwana lexi xa nghozi** (This vicious syndrome), **xitsongwatsongwane lexi** (This syndrome), **xinghunghumana lexi xo pfumala ntwela vusiwana** (this merciless syndrome). All these clauses refer, repeatedly to HIV/AIDS. The writer uses these adjectives to emphasize his message of how deadly it is. The writer has succeeded in utilizing this device appropriately and it helps her to adhere to the theme of the text throughout.

(d) Use of inferences

Inferencing is exemplified by connecting new information and the information already stored in the mind of the reader. This is exemplified in paragraph 3 when the writer states that **Ku ya emahlweni na ku xanisiwa hi xitsongwatsongwana xa HIV/AIDS switisa xirhalanganyi** (The continued scourge of HIV/AIDS epidemic poses a challenge). The intensification of the spread of this epidemic poses many problems. The writer further shows this intensification in paragraph 3 when she states that **xirhalanganyi lexi kongomanaka na tiko hinkwaro, ... swa laveka leswaku hi tihlamulela** (It is a challenge for the whole nation ... we are required to respond). This clause is a further clarification of the first clause and the writer refers to this dreadful disease when he states

in paragraph 3 that **Vuvabyi lebyi byi tsutsuma bya rihati**. (The disease is on a rampage). In the paragraph that follows inferencing is also evident when the writer states that **Ku humesa khwiri ka lexihundleni ka hari mhaka leyi khumbaka swinene** (Back street abortions are still a cause for concern) while this is still a very serious concern to the government, she further refer to it by saying **Vana va va na makhwiri hi nhlayo ya le henhla swinene** (teenagers fall pregnant at an alarming rate). Considering the cited inferencing above, the writer has succeeded in linking her paragraphs well, while maintaining the theme throughout.

(e) Rhetorical patterns within coherence

The evident rhetorical pattern observed is the problem-solution pattern realized throughout the text. This is influenced by the nature of the text which is a report of the Parliamentary mandate for women. The writer highlights the problems and the escalation of the disease and further offers a solution to it by the Government. Paragraph 3 **Ku ya emahlweni na ku xanisiwa hi xitsongwatsongwana xa HIV/AIDS switisa xirhalanganyi** (The continued scourge of HIV/AIDS epidemic poses a challenge.) She further rhetorically indicates that **Loko va malembe ya 26 - 35 va tikomba va ri eku tlakukeni ku ya hi lava nga hlaseriwa hi xitsongwatsongwana lexi** (The 26-35 age group shows an increase in the number of infected persons). She then offers a solution to these threatening situations in paragraph 4, **Hi timbuluxe tindlela leti endlaka leswaku hinkwavo lava nga khomiwa hi vuvabyi lebyi va va ni xandla eka tindhawu ta vona** (we have established systems to create an enabling environment for all the participants and the affected). She further states in paragraph 9 that **Tindhawu to hlayanyana leti nga vuhlayiselo bya vavabyi lava ti pfuriwile eSeshego, Mankweng na Thohoyandou** (A number of pilot victim empowerment centres have been established in the areas like Seshego, Mankweng and Thohoyandou).

The rhetorical pattern of cause and affect is also evident in clauses like paragraph 4 **va malembe ya 26 - 35 va tikomba va ri eku tlakukeni ku ya hi lava nga hlaseriwa** (the 26-35 age group shows an increase in the number of infected persons) [cause]. The following clause serves as the effect of the above statement in paragraph 6 **Hi 29 Dzivamisoko 2000, ku simekiwe khomixini ya vantshwa leyi a yi ri na xikimi xa vantshwa lava hanyaka na AIDS, lava nga ta tirha tani hi vaambasadara** (On the 29th April 2000, the youth commission has launched a project for the young people living with

AIDS, to serve as ambassadors)[effect]. The coherent structuring of this text enables the reader to read with understanding and appreciation of the Government's willingness to service their people accordingly. The writer has managed to use this device effectively to emphasize her views.

The lexicon

Lexical choice is a reflection of communicative purpose. This aspect is concerned with the choice of lexical items like verbs, nouns and sentence-initial elements which the writer uses in the text in order to achieve a specific communicative purpose.

(i) Choice of sentence-initial elements

The choice of sentence-initial elements contributes to the interaction between the reader and the writer. Once the reader reads the initial position of the sentence, he or she automatically builds a mental model about what the writer will talk about in the next sentence. The writer substantiates how the AIDS disease is spreading at an alarming rate in paragraph 3 **Vuvabyi lebyi byi tsutsuma bya rihati**. (The disease is on a rampage). The writer uses the conjunction in paragraph 4 **Hambiswiritano** (nevertheless). When seeing this conjunction, the reader expects a statement of a relief of some kind, this word ushers in statement about a solution to this problem and indeed the state after that **Mfumo wa Porovhinsi ya hina wu karhi ku kuma tindlela leti lwisaka ku ringeta ku hlula xinghunghumana lexi xo pfumala ntwela vusiwana** (our Provincial Government is gradually making substantial inroads in its struggle to defeat this merciless monster). When the writer compares the number of woman and men at the promotional levels she states that paragraph 12 ... **ehenhla ka varhangeri lava le henhla va 126 ko va 20 lava nga va ka manana ntsena**. (For instance, in the Provincial Public sector, out of 126 senior managers, only 20 are female). The reader uses the comparative **le henhla va126** (out of 126) **kova 20** (only 20). These devices trigger in the mind of the reader that negative things are well presented. This makes the contents of text to be linked well and develop logically.

(ii) Choice of lexical stems and phrases

The writer uses particular words which have a unique impact on the readers' knowledge. In paragraph 1- the writer greets people by saying **Manana xipikara, timembara ta ku**

hlonipheka, vaendzi va hina va nkoka, va yimeri va swiyenge hi ku hambana eka muganga, vamanana na vatatana (Madam Speaker, the honorable members, distinguished guests, representatives of various organs of civil society, Ladies and Gentlemen). These words are so unique that they impact on all the individuals in the Provincial Legislature, each one feels included and honoured. This is a very appropriate choice of words. She further uses the following words as stylistic choice in paragraph 3 **ku xanisiwa hi xitsongwatsongwana xa HIV/AIDS** (The continued scourge of HIV/AIDS epidemic). In paragraph 4 **ku hlula xinghunghumana lexi xo pfumala ntwela vusiwana** (struggle to defeat this merciless monster). This device has highlighted the seriousness of this dreadful disease and no one can deny the fact that it is portrayed seriously through the use of the chosen words.

(iii) Cognitive Move Structure

In most of the text, the writer uses certain structural moves in order to achieve his or her communicative purposes. In this report, a number of moves can be established by examining the discourse under study. In the text the following rhetorical moves can be distinguished.

Move 1: Presenting greetings. The writer presents her text by greeting everybody in the legislative assembly in paragraph 1 **Manana xipikara, timembara ta ku hlonipheka, vaendzi va hina va nkoka, va yimeri va swiyenge hi ku hambana eka muganga, vamanana na vatatana** (Madam Speaker, the honorable members, distinguished guests, representatives of various organs of civil society, Ladies and Gentlemen). This is an introductory move in this text but mainly greeting the audience by identifying them through their status.

Move 2: The emphasis of the mandated obligation. She gives an account of the core business behind her report as a mandate by the Parliament of Women of 1999. She states that **ntshamo lowu wa nkoka wu rhweziwe vutilamuleri na ku endla vulavisisi hi vukheta hi Palamente ya vamanana ya 1999** (This important sitting is charged with the responsibility to do a thorough evaluation and introspection of the 1999 woman's Parliament.) This move is about the presentation of the core business and it complement the first move as an introduction of the matter.

Move 3: Explanation of/account of HIV/AIDS coordination. She further reports on the activities done to coordinate the HIV/AIDS awareness in the Provincial Departments. She states in paragraph 5 that **Ehandle ka ku tumbuluxa tikomiti leti ti tirhisanaka eka tindzawulo hi HIV/AIDS leti ntirho wa tona ku nga ku vonisana hi migingiriko leyi yelanaka na xitsongwatsongwana, hi tlhela hi simeka xipfuno xa khansele ya Phorovhisi lexi katsaka hinkwavo lava khumbekaka** (Apart from establishing the interdepartmental HIV/AIDS committee whose role is to coordinate activities related to this epidemic, we have also launched the Provincial Aids Council composed of almost all stakeholders). This move accounts for the activities of the Department with regard to HIV/AIDS which is the accomplishment of the mandated obligation.

Move 4: Conditions that are impediments to gender equity that also affect the social circumstances of woman and children.

Sub-move 4(a): Account of/overview of the implementation of the Gender Equity Act. The writer focuses on this aspect by stating in paragraph 11 **Xirhalanganyi xa ku lwela ntshuxeko wa vamanana xi ya emahlweni laha ku nga ta va mhakankulu eka ku tisa ku hundzuka na ku fikelela ku hundzuka ka tiko rerhu.** (The struggle for the emancipation of women continues to be a centre-piece of the struggle for the transformation and ultimate liberation of our country). She further indicates that the gap that is evident, i.e. 20 out of 126 promotional posts, were occupied by women, should improve. The writer gives a synoptic analysis of Gender equity in the Province per Department so that each department should observe its position and react accordingly, for example:

Department	Gender	Figure
1. Office of the Phirimiya	Male	15
	Female	7
2. Local Government and Housing	Male	7
	Female	3
3. Finance, Economic Affairs and Tourism	Male	16
	Female	0
4. Education	Male	19
	Female	3
5. Agriculture and Environment	Male	10
	Female	1
6. Public Works	Male	11
	Female	0

7. Transport	Male	5
	Female	1
8. Health and Welfare	Male	16
	Female	3
9. Safety, Security and Liaison	Male	2
	Female	1

Sub-move 4(b): The implementation of the Recognition of Customary Marriage Act. This act is still in the discussion phase of the National Government. The writer indicates this in the paragraph 14 **Mfumo wa le xikarhi wu veke mali leyi nga ta dyondzisa vanhu hi dyondzo leyi**. (The National Government has reserved money for the public Educational Campaign on the very subject).

Sub-move 4(c): The implementation of the Termination of Pregnancy Act. This move is highlighted by the writers mention of the problem in paragraph 15 **Ku humesa khwiri ka le xihundleni ka ha ri mhaka leyi khumbaka swinene**. (Back street abortions are still a course for concern). And she further states in paragraph 15 that **Hambiswiritano mfumo wu ringeta ku endla tindlela leti nga fikeleriwaka hi ku olova. Hi ve hi vutisele vaaka-tiko hi mhaka leyi na ku tshemba leswaku swi ta tiyisisa maendlele lawa eka nkarhi lowu taka** (However, the Government has been putting some reasonable account of efforts in place. We have already conducted public hearings on this subject and hope to consolidate and further such programs in the near future).

These cognitive move structures assist the reader to consolidate the text and understand the chronological framework it exemplifies.

4.6 SPEECH 5: MBULAVULO HI KU VEKIWA XIFUMO KA MEYARA ELENYENYE STADIUM, 21 NYENYANKULU 2001

1. Mufambisi wa ntirho

Vahlonipheki MEC's na MPL's

Vakhanselara hi ku hambana ka n'wina, valweri va ntshuxeko va khale ni lavantshwa,

Mukhomela mufambisi wa masipala eka Greater Tzaneen Municipality,

Tinhloko ta tindzawulo na vatirhi lava pfunaka laha ka masipala, Vanghana eka ku lwela ntshuxeko ni vaaka-tiko varikwerhu, vanghana, vamanana na vatatana.

2. Ndzi amukela nkarhi lowu ndzi nga nyikiwa ku va ndzi mi xeweta hinkwenu eka siku lero hlawuleka ra ku vekiwa ka mina ximfumo tani hi meyera wa Greater Tzaneen Municipality. Ndzi khensa ku tshemba loku mi nga ku komba ehenhla ka mina ni mpfumelelo wo hi rhuma lowu mi wu tlhandlekeke ehenhla ka hina vayimeri va n'wina lava mi va hlawuleke hi siku ra 05 Nwendzamhala 1999. N'wina, vanhu va hina mi tiyisisile leswaku hi le ka ndlela leyinene ya ku hundzuluxa swilo loko mi tlhele mi hlawula ANC hi vunyingi bya n'wina eka nhlawulo lowu nga hundza. Tani hi laha mi nga endla hi kona hi "94", "99", mi tlhele mi tiyisisa ku tshemba ka n'wina eka ANC. Leswaku, hakunene, nhlango lowu wa ku ntshuxa vanhu i muhluri eka swilaveko swa hinkwavo lava navelaka vutomi byo antswa.

3. ANC yi yimele vun'we.
 ANC yi yimele vufambisi hi lava mi va hlawuleke ni ku hoxa xandla ka n'wina hinkwenu. ANC a yi languti rixaka naswona a yi languti rimbewu.
 Namuntlha, leswi hi nga hlangana laha, xivumbeko lexi kombaka ku va miganga ya hina yi nga ringanani a xi si cinca naswona vanhu va hina va ha hlangana na vumbhoni lebyi kombaka ku hlwela ka ku cinca. Leswi hi nga swifikelela eka malembe ya ntlhanu lama nga hundza eku hundzuluxa swilo eka mimfuno ya miganga, hambileswi ha ha ri ku ekule ni leswo saseka, ku ve ku kota ku sungula. Ndzi nga vula ndzi nga tipfinyingi leswaku ku sukela hi 1994 hi kota ku hlula eka swilaveko - tani hi tiyindlu, ku ngenhisela vunyingi gezi na kuphakela vanhu va ka hina mati yo tenga ya ku nwa. Laha ku nga va na ku hlwelanyana, na ku pfumaleka ka ku cinca loku vonakaka, leswi a swi khumbi nhlango wa hina wa ANC, swi yelana na ku tikeriwa loku hi hlanganaka na kona eka tindhawu. Naswona, namuntlha ndzi nga vula leswaku a ku na ndhawu na yin'we ya muganga wa hina laha ku nga riki ndhawu leyi ku vonakaka nhluvukiso lowu ku lwiwaka na wona hi matimba. Ku na ku cinca lokukulu ku nga endleleni.

4. Loko mi hi hlawurile hi N'wendzamhala hi fikelele ntwanano wa leswaku hi ri na n'wina hi ta aka Greater Tzaneen ku va ndhawu leyi vaaka-tiko hinkwavo va nga ta tshama hi ku tidzuna, va nga ri na ku chava etimbilwini, va tshembisiwa vuvona lebyi ku nga mfanelo ku ya hi ku hlonipha vumunhu eka rixaka leri nga na nkarhi lowu nga hundza na swirhalanganyi leswi nga emahlweni ka hina na ku va hi ya emahlweni hi paluxa xivono xa masipala. Xivutiso lexi hi fanelaka ku xi vutisa hi lexi: xana hi na xivono lexi fanaka ku va xi letela migingiriko ya hina ke? Xivono lexi

tiyisisaka kuhumelela loku hi veke na kona, lexi lulamiseke swihoxo leswi endliweke, naswona, ehenhla ka hinkwaswo, leswi hi ntiyiso swi katsaka ni miganga ya hina eku yiseni emahlweni ku hundzuluxa swilo. Ndzi pfumeleleni nkarhi lowu kuva ndzi avelana na n'wina xivono lexi kumekaka etinyangweni ta mfumo wa kwala kaya. I xivono lexi amukelekaka leswaku lawa i masungulo yo yisa emahlweni. Ku yisa emahlweni loku hi nga ta ku aka ehenhla ka vutivi lebyi hi nga byi hlengeleta eka malembe ya ntsevu lama hundzeke, ku yisa emahlweni ka vakhanselara ku hatlisisa ku cinca, ku yisa emahlweni loku nga ta vona leswaku vanhu hinkwavo eka ndhawu ya masipala wa hina va kuma swilaveko swa nkoka, ku yisa emahlweni hi kongomisa eka vutomi byo antswa eka vanhu hinkwavo, naswona ku yisa emahlweni laha vun'we, ku kala xihlawuhlawu, na ku ka ku nga yiwi hi rimbewu eka miganga leyi weleke eka Greater Tzaneen ku nga ta velekiwa.

5. Hi le ndleleni yo veka milawu ya maendlele yo ndlandlamuxa masipala lowu kuva wu kota ku pfuna vanhu vo hlaya. Hi nkarhi lowu hi le ku hlanganiseni ka swiphemu swa mafambiselo swa le ka khale ka mimfumo ya miganga ku ya eka xiyenge xin'we xa vufambiselo. Masipala wa Greater Tzaneen wu ta katsa tindhawu leti a hi fambisa khale ku nga Haernertsburg, Letsitele / Gravelotte, Bolobedu na mfumo wa muganga wa Tzaneen xikan'we ku tsema ku ya hi mindzelekani yintshwa eka masipala wa hina swi tise kucinca lokunga ta va na ntshikilelo eka vukorhokeri bya hina na hi ndlela leyi masipala a nga ta fambisisa swona timhaka.
6. Xirhalanganyi xi le mahiweni ka hina ku va hi vumba mfumo lowu nga ta fikelela hi ku hetiseka na ku vumba rhengu ro korhokela vanhu no va nyika matimba yo tumbuluxa, na ku kota ku korhokela miganga hinkwayo, na ku kongomisa swipfuno leswi khansele yi nga na swona ku pfuna swisiwana leswi taleke swinene. Ndzi rhandza ku vula leswaku leswi nga ka swi nga koteki handle ka loko hi nga va na mfumo lowu nga na vutihlamuleri ku tirha hi ku hetiseka na ku gingirika hi matimba. Xirhalanganyi xa hina xa nkoka, kutani xivono xa hina xa swa tipolitiki na makunguhatele, na ku tiyisisa leswaku masipala a wu susumetiwi hi swiringanyeto leswi mfumo wu swi vekeke leswaku swi fikeleriwa kambe ku ya hi maendlele lamantshwa ya swa tipolitiki. Vafambisi va hina na vatirhi va fanele ku va varhangeri eka mahundzuluxelo lawa, lava twisisaka ntirho wa vona ku nga ri ntsena ku korhokela vanhu hi swilaveko.

7. Hi le ndleleni yo tumbuluxa rhengu leri katsakanyaka ndlela yo hiuvukisa ya nkarhinyana hi ku tiyisisa rhengu leri ro katsakanya ro hluvukisa na khale ka mimfumo ya miganga. Pulani yo hluvukisa leyi katsakanyaka ya nkarhinyana yl ta hi twisa hi mahungu ya laha hi nga fanelaka ku sungula kona kukunguhata vukorhokeri bya masipala wa hina eka nkarhi wo koma kambe hi nga kavanyeti mphakelo wa mintirho eka vaaka - tiko. Pulani ya nhluvukiso leyi katsakanyaka hi wona nkunguhato lowu nga tsariwa ehansi wu tumbuluxe hi vukunguhati lebyi katsakanyaka. Hi rona rhengunkulu eka nkatsakanyo wa hina leri hi letelaka na ku hi tivisa eka matshalatshala hinkwawo, ku hluvukisa na swiboho leswi vekiwaka hi vafambisi ni migingiriko. Mihandzu ya migingiriko leyi yi fanele kukatsa:
- * Ku fambisa eka swiyenge swa mintirho na vukorhokeri.
 - * Ku hlanganisiwa ka swilo swo hambana-hambana eka tindhawu ta mintirho.
 - * Ku susiwa ka leswi hambanyisaka vanhu etindhawini.
 - * Ku hlanganisiwa ka madoroba na tindhawu ta le makaya, na
 - * Ku hanyisana na ku hlayisiwa eka swa timali eka miganga yo hambana-hambana.
8. Khansele yi le ndleleni yo tumbuluxa tikomiti ta tiwadi ku ta va na wadi eka ndhawu yin'wana na yin'wana leyi welaka ehansi ka muganga wa hina. Leswi swi twanana kahle ni milawu ni swilaveko swa mafambiselo lamantshwa ya mimfumo ya miganga leyi vulaka leswaku masipala a hlohletela kuhoxa xandla ka vaaka-tiko eka timhaka ta mimfumo ya miganga, ha mi khutaza ku tirhisa tikomiti ku tiyisa leswaku hakunene mimfumo ya miganga yi va xiangarhelo xa mfumo lexi tirhisana na vanhu va xiyimo xa le hansi yi kongomisa eka vukorhokeri hi swa mintirho ya n'wina emakaya, tani hi leswi swi endleka minkunguhato leyi vumbaka miganga leyi hi tshamaka eka yona, tani hi leswi swi hlayisaka switirhisiwa leswi endlaka leswaku vutomi byi olova eka vaakelani va hina.
9. Ha mi khutuza leswaku mi seketela na ku tirhisana na tikomiti ta tiwadi ta n'wina ku tiyisisa leswaku miginginiko ya khansele yi tirha leswi mi tsakisaka ni leswi mi swi navelaka. Tikomiti ta tiwadi ti yimele ku hluvukisa miganga exikarhi ka khansele na miganga, na ku va yi kuma swilaveko swa muganga na ku kucetela migingiriko ya ka masipala ku angarheta swilaveko swa tindhawu ta le makaya. Hi lava miganga ku va yi tikatsa eka mafumele. Hi ndlela yaleyo hi le ku akeni ka swa nkoka leswi nga ta endla leswaku vaaka-tiko va katsiwa eka migingiriko ya khansele na ku antswisa matirhele ya le rivaleni ni vutihlamuleri eka mintirho ya khansele.

10. Tlelo rin'wana leri ha ha hlanganaka na ku nonoha eka vaaka-tiko hi le ka mhaka yo hakelela vukorhokeri bya hina. Ndzi nga kombisa leswaku mhakankulu eka mimfumo ya miganga hi leswaku yi kota ku tiendlela mali hi ku korhokela swilaveko swa miganga. Hi kuya hi tikomiti ta miganga hi ta kota ku vekana erivaleni eka timhaka ta ku hakelela vukorhokeri bya swilaveko swa n'wina. Masipala wu ta sungula ku dyondzisa vaaka-tiko hi ku tirhisa tinhlengeletano ta tiwadi, ku rhamba vanhu va dyondzisiwa, ni le ka tiseminara ni ku va rhamba eka minkombiso. Ku tivisa vaaka-tiko hi xiave ni migingiriko ni ku twa miehieketo ya vanhu eka timhaka to hambana. Tinhlengeletano leto dyondzisa ti ta rhangeriwa hi hina vakhanselara ni ku katsa tindzawulo ta vakhanselara.
11. Hi le gondzweni ra ku hlengeleta vutivi hi xiyimo xa muganga wun'wana na wun'wana leswaku hi ta kota ku kunguhata hi mfanelo. Leswi swi ta pfumelela masipala wa hina ku tumbuluxa ni ku kota ku fikelela lomu hi navelaka ku fika kona, hi ku ya hi vutivi bya sweswi. Leswi swi ta tlhela swi pfuna tani hi masungulo eka vumundzuku bya nkunguhato wa nkarhinyana laha miganga yi nga ta languteriwa kuta ni mavonelo ya wona ni kuboxa swilaveko swa vona ni leswi va lavaka leswaku swi rhangisiwa emahlweni ni ku va migingiriko yi ta sefiwa yi va swiphemu swa magoza ya ntiyiso, swi leteriwa hi xivono xa nkarhi wo leha ni ku ya hi kusimeka ka switirhisiwa.
12. Ndzi ta tsakela ku khutaza vakhanselara kulorhi ku tiyimisela ku tiyisela ku tikeriwa loku hi nga ta hlangana na kona emahlweni. Ndzi ni ntshembo leswaku mi tiyimisele ku lwa ni swirhalanganyi na leswaku mi susumetiwa hi vanhu na leswaku i mfumo lowu kongomisaka eka vanhu. Ku hluvukisa muganga swi katsa na timhaka ta mfumo wa muganga hi ntiyiso ni ta engetela ndzwalo wa ntirho emakatleni ya hina. Ndzi tsakile ku va ndzi khomelele eka ku seketeriwa hi n'wina. Ndza swi vona leswaku vunyingi bya vumbiwa bya hina byi langutela leswaku hi famba hi rianghwetlo ku fikelela swikongomelo swo antswisa vutomi bya vanhu hinkwavo. Na loko swiritano, ndzi tlhela ndzi swi tiva leswaku ku na mintshovelolo yo ka yi nga laveki ya ku hluleka ku hatlisisa swilo hi ndlela leyi nga tshembeka ni ku kota ku khomelele eka swa manguva lawa. Hi ku angarhela ndzi ta tsakela ku vula leswaku vunyingi bya swirhalanganyi leswi hi hlanganaka na swona swi lava vun'we exikarhi ka hina vakhanselara na miganga leyi hi yi korhokelaka leswaku hi ta kota ku tirhisa matimba ya vun'we bya hina ku pfuna ndhawu ya laha kaya yi helerile. Hi marito

lamatsongo ndzi ta rhandza kurhamba vanhu hinkwavo ku titsakela eka siku leri ra timfanelo ta vumunhu.

Ndza mi khensa

Inkomu

SPEECH ON MAYORAL INAUGURATION CEREMONY

Lenyenye Stadium, 21 March 2001

Mr Programme Director,
Honourable MECs and MPLs
Distinguished Councillors, Veterans and Newcomers,
Acting Municipal Manager for the Greater Tzaneen Municipality,
Heads of Department and staff of the Municipality,
Comrades and compatriots,
Friends,
Ladies and Gentlemen.

I take this opportunity to greet you all on this great day of my inauguration as the Mayor of the Greater Tzaneen Municipality. I thank you for the confidence shown to me and the mandate you have conferred upon us as your elected representatives on 5th December 1999. You, our people, have confirmed that we are on the right track of transformation when you returned the ANC with a bigger majority in the recent past election. As you did in '94 and in '99, you have confirmed your conviction in the ANC. That, indeed, this liberation movement champions the interest of all who want a better life.

The ANC stands for unity

The ANC stands for democracy and mass participation

The ANC stands for non-racialism and non-sexism

Today, as we gather here, the structural inequality that defines our communities is largely unchanged and our people remain confronted with evidence of delayed change. What we have achieved in the last five years of the transformation of local governance, although far from perfect, has been a starting point. I can today confidently say that since 1994 we have scored major achievements, including major infrastructural programmes - housing, mass electrification and the supply of safe drinking water to our people.

Where there has been slowness, and lack of effective change, this has most often had little to do with our organisation, the ANC, and everything to do with the constraints of our situation. And, today, I can say there is not a single area of our society that is not a site of major transformational struggles. There are major changes underway.

When you voted for us in December we entered into an agreement that we shall, together, build the Greater Tzaneen area in which all residents will be able to walk tall, without fear in their hearts, assured of their inalienable right to human dignity in a nation at peace with itself and the world. It is at this moment that we must reflect on the achievements of our past and challenges that lie ahead and further outline the municipality's vision. The question we must ask today is: Do we have a common vision to guide our actions? A vision that reinforces the progress made, that corrects errors committed, and that, above all, truly engages our communities in ongoing transformation. Allow me the opportunity to share with you the vision that is evolving within the corridors of your local council. A vision that acknowledges that this is the beginning of continuity:

- a continuity to continue building on our experience of the last six years,
- a continuity for Council to accelerate change,
- a continuity to provide all the people in our municipal area with basic services,
- a continuity towards a better life for all, and
- a continuity through which a united, non racial and non-sexist Greater Tzaneen community shall be born.

We are in a greater municipality to serve a bigger population. We are currently amalgamating the administrative units of the former TLCs into one administrative unit. The Greater Tzaneen Municipality embraces areas that were administered by the former Haernertsburg, Letsitele / Gravelotte, Bolobedu and Tzaneen TLCs respectively. The demarcation of new boundaries of our municipality has brought about changes which will have a great impact on service delivery and the manner in which our municipality administer its affairs.

The challenge is before us to build an efficient and effective government as a responsive instrument of delivery and empowerment, able to serve all our communities, while directing Council resources primarily to meet the needs of the poor majority. I would like to say that will not be possible unless we have efficient, effective and accountable government. Our

fundamental challenge, then is to construct a truly developmental local government for our area. We need to develop a unifying political vision and agenda, and ensure that our Municipality is not driven by fiscal targets, but by political transformational values. Our management and workers need to be leaders of a transformation process, who understand their task as more than just "service delivery".

We are also in a process of developing an interim Intergrated Development Plan (IDP) through the consolidation of IDPs of the former TLCs. The interim IDP provides us with information around the needs of our communities. It provides us with information on the basis of which we can plan the delivery of municipal services in the short term and avoid any disruption of the provision of services in the principal strategic planning instrument that guides and informs all planning, development and management decisions and actions. The outcome of this exercise should include:

- * The co-ordination of infrastructure and service delivery
- * The integration of multiple land uses
- * The eradication of spatial segregation
- * The integration of urban and rural areas, and
- * The social and economic integration of different communities.

The Council is also in a process of establishing ward committees for each ward in our area of jurisdiction. This is in line with the constitution and the requirements of new legislation on local government that says all municipalities must encourage the involvement of communities in local government matters. We urge you to make use of these committees to ensure that indeed local government matters. We urge you to make use these committees to ensure that indeed local government becomes a sphere of government which interacts with ordinary people most directly as it delivers services to your homes, as it makes planning decisions which shape the environment in which you live, and as it also maintains facilities and amenities in your neighbourhood.

We urge you to support and work with your ward committees to ensure that Council activities are informed by your wishes and aspirations. Ward committees stands to improve communication between Council and the communities, and play a role in identifying community needs and fine-tuning municipal programmes to accomodate local needs. We want our communities to be involved in governance. And as such we are in a

process of building capacity for meaningful public participation in Council activities and to improve on transparency and accountability in Council work.

One area where we still receive much resistance from the community is around the issue of payment of services. May I indicate that the principle behind local government is that areas are able to raise the money they need from the community itself. It is through ward committees that we will be able to clarify one another on issues around the payment of services. The Municipality will soon embark on public education campaign through ward meetings, workshops, seminars and road-shows to inform the public on its role and functions and to get people's views on various issues. This campaign will be led by ourselves as councillors and involving all the Departments of Council.

We are also in a process of collecting information about the status of each and every area for planning purposes. This will enable our Municipality to establish realistic targets, based on current information. This will also serve as basis for future LDPs upon which communities will be required to make input to determine their needs and their prioritisation. It is then our priorities and programmes will be distilled into a series of realistic steps, guided by long term vision and our resource constraints.

I would like to urge my fellow Councillors to prepare themselves for the daunting challenges ahead of us. I am confident that you will rise to the challenge of ensuing a people - driven and people centred government is surely going to put an extra load of work on our shoulders and we will be measured on our performance. I am very pleased that I can count on your support.

I am aware of the fact that the majority of our constituency expect that we move faster in pursuit of the goal of a better life for all. Equally, I am aware of the negative consequences of any failure to move forward faster in a credible and sustained fashion. I would in conclusion like to say that many of the problems we face require the greatest possible unity among ourselves as Councillors and the communities we serve so that we can use massed strength for the benefit of our locality as a whole. With these few words I would like to invite everyone to the celebration of human rights day.

I thank you.

4.6.1 Analysis of speech 5

The "who" parameter

The writer is the Mayor of the Greater Tzaneen Municipality in the Limpopo Province. He is an experienced writer, and he has also written other texts included in this study. His text exemplifies a well arranged piece in terms of the requirements of a paper delivered at a function of this region. It has an opening, a middle and a conclusion. These are the general requirements of genre as suggested by Grabe and Kaplan (1996).

The "what" parameter

The writer has written this text as an inauguration speech to mark his second term as Mayor in the first term he was referred to as a Mayor of The Tzaneen Transitional Local Council, but presently, he is a Mayor of the Greater Tzaneen Municipality. This is exhibited by paragraph 2 , ... **siku lero hlawuleka ro vekiwa ka mina ximfumo tani hi Meyera wa Greater Tzaneen Municipality. Ndzi khensa ku tshemba kanwina loku minga ku komba ehenhla kamina ...** (... this great day of my inauguration as the Mayor of the Greater Tzaneen Municipality. I thank you for the confidence shown in me ...)

The "to whom" parameter

The writer presents his text to a gathering of different people. Paragraph 1 **Mufambisi wa ntirho, Vahlonipheki MEC's na MPL's, Vakhanselara hi ku hambana ka n'wina, valweri va ntshuxeko va khale ni lavantshwa, Mukhomela mufambisi wa masipala eka Greater Tzaneen Municipality, Tinhloko ta tindzawulo na vatirhi lava pfunaka laha ka masipala, Vanghana eka ku lwela ntshuxeko ni vaaka-tiko varikwerhu, vanghana, vamanana na vatatana.** (Mr Programme Director, Honourable MECs and MPLs, Distinguished Councillors, Veterans and Newcomers, Acting Municipal Manager for the Greater Tzaneen Municipality, Heads of Department and staff of the Municipality, Comrades and compatriots, Friends, Ladies and Getlemen)

The "why" parameter

The writer wrote this speech to thank the voters on the confidence they have shown to the ANC and the councillors. Paragraph 1 **Ndzi amukela nkarhi lowu ndzi nga nyikiwa ku va ndzi mi xeweta hinkwenu eka siku lero hlawuleka ra ku vekiwa ka mina ximfumo tani hi meyera wa Greater Tzaneen Municipality. Ndzi khensa ku tshemba loku mi nga ku komba ehenhla ka mina ni mpfumelelo wo hi rhuma lowu mi wu tlhandlekeke**

ehenhla ka hina vayimeri va n'wina lava mi va hlawuleke hi siku ra 05 Nwendzamhala 1999. (I take this opportunity to greet you all on this great day of my inauguration as the Mayor of the Greater Tzaneen Municipality. I thank you for the confidence shown in me and the mandate you have conferred upon us as your elected representatives on 5th December 1999.)

The for "what purpose" parameter

This parameter tries to communicate to the reader the main purpose of writing the text. In this text, the main aim is to thank the voters, as is exhibited in paragraph 4.5.4 above and to give the voters a report-back of the activities of the Council and to give them the mission and vision of the new council. Paragraph 3 **Leswi hi nga swifikelela eka malembe ya ntlhanu lama nga hundza eku hundzuluxa swilo eka mimfumo ya miganga, hambileswi ha ha ri ku ekule ni leswo saseka, ku ve ku kota ku sungula** (what we have achieved in the last five years of the transformation of local governance, although far from perfect, has been a starting point). In paragraph 4, the writer expresses the mission and vision of the Council, **Ndzi pfumeleleni nkarhi lowu kuva ndzi avelana na n'wina xivono lexi kumekaka etinyangweni ta mfumo wa kwala kaya. I xivono lexi amukelekaka leswaku lawa i masungulo yo yisa emahlweni** (Allow me the opportunity to share with you the vision that is evolving within the corridors of your local council. A vision that acknowledges that this is the beginning of continuity)

The "writer" parameter

(i) Topic-comment analysis

This text exemplifies several instances where the sentence-initial expression functions as the topic of the sentence. The topic expression is sometimes complemented by a phrase or a clause that expresses the comment to it. Paragraph. 2 **Ndzi khensa ku tshemba loku mi nga ku komba ehenhla ka mina ni mpfumelelo wo hi rhuma lowu mi wu thandlekeke ehenhla ka hina vayimeri va n'wina lava mi va hlawuleke hi siku ra 05 Nwendzamhala 1999** (your elected representatives on 5th December 1999) and its complement clause is **ku tshemba loku mi nga ku komba ehenhla ka mina ni mpfumelelo wo hi rhuma lowu mi wu thandlekeke ehenhla ka hina** (The confidence shown in me and the mandate you have conferred upon us) In the caption of Paragraph 2 the text exhibit another topic – comment **N'wina, vanhu va hina mi tiyisisile leswaku hi**

le ka ndlela leyinene ya ku hundzuluxa swilo loko mi tlele mi hlawula ANC hi vunyingi bya n'wina eka nhlawulo lowu nga hundza (You, our people, have confirmed that we are on the right track or transformation when you returned the ANC with bigger majority in the recent past election.) The topic of this sentence is **mi tlele mi hlawula ANC hi vunyingi bya n'wina eka nhlawulo lowu nga hundza** (you returned the ANC with bigger majority in the recent past election) and the comment of the topic is **N'wina, vanhu va hina mi tiyisisile leswaku hi le ka ndlela leyinene ya ku hundzuluxa swilo** (You, our people, have confirmed that we are on the right track of transformation). These devices have made the text to focus on what matters most by emphasizing the important issues while not losing sight of the theme of the text.

(ii) Topic-continuity

Topic-continuity in the text is accomplished through the several noun phrases – which receive repeated mention in the text. The writer uses the noun phrase **N'wina, vanhu va hina** (You, our people), which refers to the voters who brought them to power. He further states that **vunyingi bya n'wina** (the majority of you). This he also refers to the voters who made the inauguration possible. He further uses the phrase **mi tiyisisa ku tshemba ka n'wina eka ANC** (you strengthen your confidence in the ANC). This constant mention of this noun phrase constitutes continuity of the topic under discussion.

(iii) Topic-structure analysis

Topic-structure is realized by the support of the main topic by sub-topics within the text to form a unity. The main topic of the inauguration text is **ku tshemba loku mi nga ku komba ehenhla ka mina ni mpfumelelo wo hi rhuma lowu mi wu tlhandlekeke ehenhla ka hina vayimeri va n'wina lava mi va hlawuleke hi siku ra 05 Nwendzamhala 1999** (the confidence shown in me and the mandate you have conferred upon us as your elected representatives on 5th December 1999). This main topic is supported by various sub-topics and captions which appear in the text. Paragraph 2 **nhlanguano lowu wa ku ntshuxa vanhu i muhluri eka swilaveko swa hinkwavo lava navelaka vutomi byo antswa** (this liberation movement champions the interest of all who want a better life). This supports the confidence of people in ANC and its members who are elected in the majority, hence the inauguration of its mayor on the said date. He further states that **mi tlele mi hlawula ANC hi vunyingi bya n'wina** (you have once

again voted for the ANC in your majority). Almost all the paragraphs in the text contain information that reinforce the idea of the ANC being voted for by the majority of people and then mandated to carry the task of governance.

(iv) Given-new information

Recall the given-new information is characterized by highlighting the information that is given to the reader, or which is already known by the reader, and by presenting new information. The given information in this text is **ku tshemba loku mi nga ku komba ehenhla ka mina ni mpfumelelo wo hi rhuma lowu mi wu tlhandlekeke ehenhla ka hina vayimeri va n'wina lava mi va hlawuleke hi siku ra 05 Nwendzamhala 1999** (the confidence shown in me and the mandate you have conferred upon us as your elected representatives on the 5th December 1999). It is this given information which attracts the reader to the text, inviting or challenging him or her to read the new information which justifies the given information in the text. At this stage, the mind of the reader is focused on the new information which will support the given information. All the problems and solutions written in the text give a further explanation to what the reader already knows. Usually, most readers enjoy reading – articles that present a problem. What these readers are interested in are the solutions to these problems. The known information which is familiar to the reader is the obvious **ANC yi yimele vun'we. ANC yi yimele vufambisi hi lava mi va hlawuleke ni ku hoxa xandla ka n'wina hinkwenu. ANC a yi languti rixaka naswona a yi languti rimbewu** (The ANC stands for unity, The ANC stands for democracy and mass participation, The ANC stands for non-racialism and non-sexism). The new information which functions as support to the given information is presented as a report back of the progress made by the ANC in the five year term **Namuntlha, leswi hi nga hlangana laha, xivumbeko lexi kombaka ku va miganga ya hina yi nga ringanani a xi si cinca naswona vanhu va hina va ha hlangana na vumbhoni lebyi kombaka ku hlwela ka ku cinca ... Ndzi nga vula ndzi nga tipfinyingi leswaku ku sukela hi 1994 hi kota ku hlula eka swilaveko - tani hi tiyindlu, ku ngenisela vunyingi gezi na kuphakela vanhu va ka hina mati yo tenga ya ku nwa** (Today, as we gather here, the structural inequality that defines our communities is largely unchanged and our people remain confronted with evidence of delayed ... I can today confidently say that since 1994 we have scored major achievements, including major infrastructural programmes - housing, mass electrification and the supply of safe drinking water to our people). The writer further gives an everlasting solution to the problem posed by given information,

when he states in Paragraph4 **Loko mi hi hlawurile hi N'wendzanhala hi fikelele ntwanano wa leswaku hi ri na n'wina hi ta aka Greater Tzaneen ku va ndhawu leyi vaaka-tiko hinkwavo va nga ta tshama hi ku tidzuna ...** (When you voted for us in December we entered into an agreement that we shall, together, build the Greater Tzaneen area in which all residents will be able to walk tall). This device assists the reader to grasp the given information and find in the new information a clarity and solution to the problem that he/she had. The solution that the writer presents with his last caption above, forms an everlasting solution. The use of this device result in a unity of thought in a chronological order while the theme of the text is not lost.

(v) Theme-rheme relations

Theme-rheme relations are exemplified in a range of sentences in this text. It is, for example, exhibited in the main-topic of this text. Paragraph 2 **Ndzi khensa ku tshemba loku mi nga ku komba ehenhla ka mina ni mpfumelelo wo hi rhuma lowu mi wu tlhandlekeke ehenhla ka hina vayimeri va n'wina lava mi va hlawuleke hi siku ra 05 Nwendzanhala 1999** (...your elected representatives on 5th December 1999) is the rheme of the main clause, viz **Ndzi khensa ku tshemba loku mi nga ku komba ehenhla ka mina ni mpfumelelo wo hi rhuma lowu mi wu tlhandlekeke ehenhla ka hina ...** (I thank you for the confidence shown in me and the mandate you have conferred upon us). This sentence is the theme of the sentence – it is the carrier of the whole message; the rheme assists the reader in clarifying more about the theme of the sentence. Another theme-rheme exemplification is demonstrated in this sentence. Paragraph 2 **nhlangano lowu wa ku ntshuxa vanhu i muhluri eka swilaveko swa hinkwavo lava navelaka vutomi byo antswa** (this liberation movement champions the interest of all who want a better life.) The clause **lava navelaka vutomi byo antswa** (who want a better life) is the rheme of the main clause while **nhlangano lowu wa ku ntshuxa vanhu i muhluri eka swilaveko swa hinkwavo** (this liberation movement champions the interest of all), which is the theme of the sentence. This device assists the reader in forming proper links between sentences with more emphasis brought about by the rheme.

(vi) Focus-presupposition relations

Recall that this device is characterized by information which is highlighted, assumed, foregrounded or presupposed. In Paragraph 8 the writer makes use of demonstrative

phrases to present some foregrounded information **Leswi swi twanana kahle ni milawu ni swilaveko swa mafambiselo lamantshwa ya mimfumo ya miganga** (this is in line with the constitution and the requirements of new legislation on local government). This demonstrative clause is foregrounded the statement mentioned earlier in the text which stated that, paragraph 8 **Khansele yi le ndleleni yo tumbuluxa tikomiti ta tiwadi ku ta va na wadi eka ndhawu yin'wana na yin'wana leyi welaka ehansi ka muganga wa hina** (the Council is also in a process of establishing Ward Committees for each ward in our area of jurisdiction). The former statement serves as the focus of the latter statement which forms the integral part of the writer's argument. The text further exemplifies this device in the clause in paragraph 2 **Tani hi laha mi nga endla hi kona hi "94", "99", mi tlhele mi tiyisisa ku tshemba ka n'wina eka ANC** (As you did in '94, in '99, you have confirmed your conviction in the ANC). The writer assumes, or presupposes that as the reader is already aware of the victory of '94, and in '99 it was a real demonstration of the confidence in the ANC that **Leswaku, hakunene, nhlangano lowu wa ku ntshuxa vanhu i muhluri eka swilaveko swa hinkwavo lava navelaka vutomi byo antswa** (that, indeed, this liberation movement champions the interest of all who want a better life). This device assists the reader to notice the aspects which the writer wants to focus on in his/her text.

Text cohesion

Recall that the text cohesion aspect relates to factors which contribute to the chronological appearance of the text. These factors are: reference, substitution, ellipsis, conjunction, repetition, inclusion, and collocation.

(a) Reference

In this text, reference is exemplified in many paragraphs. In paragraph 1, the writer states that **siku lero hlawuleka** (this great day). He (the writer) is referring to **ra ku vekiwa ka mina ximfumo tani hi meyera wa Greater Tzaneen Municipality** (of my inauguration as the Mayor of the Greater Tzaneen Municipality). He further states the following as reference to the ANC voters **vanhu va hina** (our people). He further refers to the ANC as **nhlangano lowu** (this organization). He makes use of the word **swilaveko** (achievements). He also refers to housing, mass electrification and the supply of safe, clean drinking water. Through the device of reference, the writer has managed to

minimize the content of the text using stylistic language, while conveying the full meaning of the intended impact.

(b) Comparative cohesion and substitution

Recall that cohesion and substitution interact closely. Comparative cohesion is exhibited at the beginning of the text when the writer states that MECs and MPLs. This is comparing the two structures of the legislature, the MECs are senior to the MPLs (Member of the Executive Council of Bonnice and Member of the Provincial Legislature). He further compares freedom fighters as **valweri va ntshuxeko va khale ni lavantshwa** (veterans and new comers.) He further distinguishes between gender when he states **vamanana na vatatana** (ladies and gentlemen). His comparison is so effective that a reader will eventually understand the magnitude of the audience. He further combines comparative cohesion and substitution in paragraph 10 when he states **Tlelo rin'wana leri ha ha hlanganaka na ku nonoha eka vaaka-tiko** (one are where we still receive much resistance from the community). In the sentence above, two areas (i.e. one still resisting, the other one is time, are compared which are also both substituted for the cost effective of the stylistic usage of language to solicit the intended effect that of rallying for people to pay their services.

(c) Conjunctions

A number of conjunctions can be identified in the text. The writer makes use of conjunct in this paragraph **valweri va ntshuxeko va khale ni lavantshwa** (veterans and new comers.) The conjunct and compare and combines old and new freedom fighters. The intended impact is the emphasis of the difference and acknowledgement of the presence of both of them. **vanghana eka ku lwela ntshuxeko** (comrades in arms). The conjunct **eka** (in) has a connotation of a special relationship that does not exist anywhere except in that particular relationship i.e. arms. It emphasizes togetherness in common cause. The sentence **vamanana na vatatana** (ladies and gentlemen). The conjunct **na** (and) is used to differentiate between the two groups in terms of gender. The following clause exhibit both comparison, conjunct and substitution **na loko swiritano** (even when it is like that). The writer has managed to use these devices appropriately as the impact thereof is observable throughout the text.

(d) Demonstratives

The writer uses demonstratives quite frequently in order to establish nominal links or to link sentence constructions in the text. The demonstratives are exhibited in the following sentences with the nouns they modify. Paragraph 1 **loku ndzi nga nyikiwa** (This, which I have been given) **lowu** (this) meaning this particular time which is allocated to me. He further states in paragraph 2 **loku minga ku komba** (that which you have displayed). The demonstrative **loku** (that which) exhibits a particular show of solidarity which the voters displayed in the vote. The clause in paragraph 4 **leswi hinga swi fikelela** (that which we have achieved) demonstrates the ability of a council to have manage those particular mandates as deligated by the voters. The demonstratives used in this text exhibit an amount of emphasis on the nouns they modified.

(e) Repetition

The use of the repetition device is mostly aimed at emphasizing or focusing on particular issues. In this text the writer uses this device in most of the paragraphs. He uses the repetition device in paragraph 2 **ANC yi yimele vun'we** (ANC stands for unity) **ANC yi yimele vufambsi** (ANC stands for democracy and mass partifipation; **ANC a yi languti rimbewu** (ANC stands for non-racialism and non-sexism. The empasis here is on the ANC and a particular character it portrays. He further uses the word **emahlweni** (continuity) in paragraph 4 on different issues, 7 (seven) times in a paragraph. In this, he emphasizes **continuity** in building on the acquired experience while in office, **continuity** for council to accelarate change **continuity** in prioriding basic services, etc. The use of the word **continuity** is to emphasize of the mandate given to the counsillors by the voters right through their office term. This device has managed to bring about the empasis has on selected issues under focus.

Text coherence

Recall that the aspect of text coherence contributes to the identification of the structure of the text and its chronology. In discussing coherence in the text in this text, the following factors will be explored: the non-linguistic bases of coherence, the discourse theme, elements of subordination and coordination, and the use of inferences.

(a) Non-linguistic bases of coherence

The reader, through his/her known writing conventions, manages to understand and identify the structure of the text and its chronology. The reader of this text can easily follow what is written in it, due to the fact that it does not deviate from the conventions that are set for a genre of this kind i.e. opening address characterized by greetings and acknowledgements of the dignitary's attendance, background of the issues at stake, main issues or body and an ending. Paragraphs are linked with conjunctives to form a unity. More of this aspect shall be discussed under Cognitive-move structure below.

(b) Relevance

When the writer succeeds to write a text chronologically, it opens the possibility for the reader to identify some links in the text, which will relate to his or her past experiences. This text is an inauguration speech by the Mayor-elect at a Sunction at Lenyenye Stadium in the Limpopo Province. The speech was about the ANC's victory in the Local Government elections of 1999. The ANC was not winning the majority seat in the elections for the first time, it has won the 1994 national, general elections with a wide margin in all the provinces but two i.e. Kwa-Zulu Natal and the Western Cape Provinces. Even in the Local Government the result reflected this scinario. The people of the Limpopo Province experienced an overwhelming majority win in the ANC in the 1994 elections, an overwhelming wins on the 1999 national general elections and also an overwhelming majority win on the local government elections of 1999, hence the relevance of celebrations, jubilations and speeches of this nature by all the peace-loving people who voted for the ANC.

(c) Elements of subordination and coordination

As regards to the aspect of subordination and coordination, text analysis involves the issues of comparison and restatement. The issue of comparison will be discussed first because it overlaps with the aspect of comparative cohesion discussed earlier under the section of text cohesion. The exemplification of comparison is evident in paragraph 3 **ANC yi yimele vun'we** (ANC stands for unity). This the writer compares the ANC with other parties which promotes identification in terms of color. **ANC a yi languti rixaka naswona a yi languti rimbewu** (ANC stands for non-racialisma dn non-sexism). The

writer compares the ANC with other parties which still promotes racial discrimination and prejudices against women. He further uses this comparative device when he states that in paragraph 3 **Ku sukela hi 1994 hi kota ku hlula eka swilaveko** (since 1994 we have scored major achievements). The writer compares the achievements scored by the ANC and the party which was in governance prior to the 1994 elections. The writer uses this cohesion marker throughout the text in order to emphasize the differences between the ANC and other parties that lost in the elections.

The second element of subordination and coordination is restatement. This feature overlaps with the feature of repetition discussed under the cohesion above. In terms of restatement consideration is given to restated words; phrases, clauses, or elements in the text and why they are used by the writer. The word **xivono** in paragraph 4 (vision) is mentioned many times by the writer as in paragraph 4 **xivono xa masipala** (municipality vision); **xivono lexi fanaku** (same vision), **xivono lexi tiyisasaka** (the vision that confirms) etc. The use of this word for different aspects emphasizes the priorities of the council in order to accomplish its mandate. He further uses the word **emahlweni** (continuity) several times in order to emphasize their reelection into the second term which will enable them to continue achieving the voters' mandate.

(d) Use of inferences

Inferencing is required to connect new information with the information already stored in the mind of the reader. In this text there are some identifiable elements of inferences which contribute to the overall sequence of the text. The writer makes inferences when he states in paragraph 2 **N'wina, vanhu va hina** (You, our people) referring to the ANC voters present at the inauguration ceremony. He further states again in paragraph 2 **vunyingi bya n'wina** (the majority of you) referring again to the ANC voters. He further states that **hakunene, nhlangu lowu wa ku ntshuxa vanhu** (indeed, this liberation movement), this also refers to the ANC. The writer states that in paragraph 4 **leswi hinga hlangana laha** (now that we have gathered here) referring to the ANC celebration ceremony. The writer, considering the inferences above, has succeeded in linking his paragraphs well, while maintaining the theme of the text throughout.

(e) Rhetorical patterns within coherence

The rhetorical pattern identified in this text is the problem-solution pattern. The writer presents a rhetorical question and gives a rhetorical answer, this is exemplified in various paragraphs. He states paragraph 2 **Leswaku, hakunene, nhlango lowu wa ku ntshuxa vanhu i muhluri eka swilaveko swa hinkwavo lava navelaka vutomi byo antswa** (that, indeed, this liberation movement champions the interest of all who want a better life). He offers solutions to the national problems including housing, sanitation, water, etc. He further states in paragraph 4 **Ku yisa mahlweni hi kongamisa eka vutomi byo antswa eka vanhu hinkwavo** (a continuity for better life for all). This is a solution of most of the peoples plight in S.A which is offered by the ANC as a political party.

The second rhetorical pattern, the of **cause and effect** is also evidenced in the following paragraph. Paragraph 2 **N'wina, vanhu va hina mi tiyisisile leswaku hi le ka ndlela leyinene ya ku hundzuluxa swilo loko mi tthele mi hlawula ANC hi vunyingi bya n'wina** (You, our people, have confirmed that we are on the right track of transformation when you returned the ANC with a bigger majority). The clause **mi tiyisisile leswaku hi le ka ndlela leyinene ya ku hundzuluxa** (have confirmed that we are on the right track of transformation). **Cause**. And the clause **mi tthele mi hlawula ANC hi vunyingi bya n'wina** (you returned the ANC with bigger majority) effect. This is further exemplified in the following statement in paragraph 2 **Tani hi laha mi nga endla hi kona hi "94", "99", mi tthele mi tiyisisa ku tshemba ka n'wina eka ANC** (As you did in '94, in '99, you have confirmed your conviction in the ANC). The clause **Tani hi laha mi nga endla hi kona hi "94"** (As you did in '94) cause. And **"99", mi tthele mi tiyisisa ku tshemba ka n'wina eka ANC** (in '99, you have confirmed your conviction in the ANC) effect. The coherent structuring of this text has managed to give the reader a more understanding of how the victory of the ANC in the elections were achieved.

The lexicon

Lexical choice as a reflection of communicative purpose as an area of text analysis is concerned with the choice of lexical items, for example verbs, nouns and sentence-initial elements which the writer uses in the text in order to achieve a specific communicative purpose.

(i) Choice of sentence–initial elements

The choice of initial–sentence elements contributes to the interaction between the reader and the writer. Once the reader reads the initial portion of the sentence, he or she automatically build a mental model about what the writer will write about in the next text. When the writer begins his sentence in paragraph 2 **Tani hi laha mi nga endla hi kona hi '94** (As you did in '94). This caption reflects the 1994 general election victory by the ANC, so the writer is reminding the voters about this, this is already build in the mind of the reader and good and positive text is expected to follow this statement. He further states in paragraph 2 **Leswaku, hakunene, nhlango lowu wa ku ntshuxa vanhu** (That, indeed, this liberation movement ...). This statement reminds the reader about good things that this party did and the reader will build a positive text that will follow the statement. This makes the reader follow the chronology of the text closely. He further states that **ANC a yi languti tixaka, na swona ...** There was no translation of this sentence (ANC does not discriminate against colour, and also ...). This statement prepares the reader to think about all negative things which are not part of the ANC. When the writer states that **Laha ku nga va na ku hlwelanyana, na ku pfumaleka ka ku cinca loku vonakaka** (Where there has been slowness, and lack of effective change...). This, negative statement will automatically make the reader think that this cannot be the cause of the ANC. The writer uses these statemetns to give an opposite view of the positive views made earlier in the text. The writer uses these statements with the aim of presenting achievements made by the ANC. Hence the manner in which the writer begins the sentences, contributes well to the reader's understanding of the text thereof.

(ii) Choice of lexical items and phrases

In this text, the verb, **hlawula** (choose) in paragraph 1 has been used in almost all the paragraphs to refer to different issues. This is exemplified in the following **siku lero hlawuleka** (great day of my inauguration). He refers to this day as a choosen day. He further uses this verb in the following sentence **hlawuleke hi siku ra 05** (elected representatives on the 5th) referring to the chosen / elected candidates also were voted for on the 5th of December 1999. He further states **mi hlawula ANC** (you choose ANC). He uses this verb both figuratively and literally to emphasize that the ANC is the choosen party to win the elections and the candidates were also choosen by the people present in that inauguration day.

The writer further uses the phrase **ku yisa emahlweni** (continuity) seven times in a paragraph to emphasize that the ANC as it is returning for the second term, it is continuing with the mandated agenda to deliver their election manifesto. This device enables the writer to achieve his emphatic goals of the function of the ANC as a party and the voter as the one who mandated it to govern.

(iii) Cognitive move structure

The writer uses certain structural moves in order to achieve his or her communicative purposes. In this text under discussion, a number of moves can be established by examining the discourse of this text.

Move 1: Presenting greetings and acknowledgement of the attendance.

Sub-move 1(a): He acknowledges the attendance: The writer acknowledges the attendance by calling all the people who are present at the gathering such as the MECs and MPLs, all people involved in the running of the Greater Tzaneen municipality and everybody present.

Sub-move 1(b) Presentation of greetings: The writer acknowledges the opportunity and take up that privilege to greet everyone **eka siku ra ku vekiwa ka mina ximfumo tani hi meyara wa Greater Tzaneen Municipality** (at this great day of my inauguration as a Mayor of Tzaneen Municipality)

Move 2: The report back of the last term achievement presentation of the new democracy and the new council's vision.

Sub-move 2(a) The report back: The writer informs the man about the achievements of their mandate by saying **Ndzi nga vula ndzi nga tipfinyingi leswaku ku sukela hi 1994 hi kota ku hlula eka swilaveko - tani hi tiyindlu, ku ngenisela vunyingi gezi na kuphakela vanhu va ka hina mati** (I can today confidently say that since 1994 we have scored major achievements, including major infrastructural programmes - housing, mass electrification and the supply of safe drinking water).

Sub-move 2(b)

New Demacation: The writer is telling them that the new term of office has brought new challenges. They are no longer operating as Transitional local Council but Greater Tzaneen Local Government which amalgamates for TLC structures in and around Tzaneen Paragraph5 **Masipala wa Greater Tzaneen wu ta katsa tindhawu leti a hi fambisa khale ku nga Haernertsburg, Letsitele / Gravelotte, Bolobedu na mfumo wa muganga wa Tzaneen** (The Greater Tzaneen Municipality includes areas that were administered by the former Haernertsburg, Letsitele / Gravelotte, Bolobedu and Tzaneen TLCs respectively).

Sub-move 2(c)

New vision: The writer says that as a new Greater Tzaneen council they need to have a vision he state this in paragraph 4 **xana hi na xivono lexi fanaka ku va xi letela migingiriko ya hina ke?** (Do we have a common vision to guide our actions?) He is saying this to rally for support in the new vision. He further states that in paragraph 4 **Ndzi pfumeleleni nkarhi lowu kuva ndzi avelana na n'wina xivono I xivono lexi amukelekaka leswaku lawa i masungulo yo yisa emahlweni** (Allow me the opportunity to share with you the vision ... a vision that acknowledges that this is the begining of continuity).

Move 3: Rally for support by the communities. The writer rallies for support of the voters in their communities when he states that, in paragraph 9 :**Ha mi khutaza leswaku mi seketela na ku tirhisana na tikomiti ta tiwadi ta n'wina Hi lava miganga ku va yi tikatsa eka mafumele** (We urge you to support and work with your ward committees ... We want our communities to be involved in governance).

Move 4: Conclusive remarks: The writer gives conclusive remarks when he states that **Hi ku angarhela ndzi ta tsakela ku vula leswaku vunyingi bya swirhalanganyi leswi hi hianganaka na swona swi lava vun'we ... Hi marito lamatsongo ndzi ta rhandza kurhamba vanhu hinkwavo ku titsakela eka siku leri...** (I would in conclusion like to say that many of the problems we face require the greatest possible unity among ourselves ... with these few words I would like to invite everyone to the celebration).

The different cognitive move-structures assisted the reader to form a unified text in his/her mind in a chronolgocial, as well as structured manner.

4.7 SPEECH 6: MBULAVULO WA MANANA CATHERINE MABUZA, XIRHO XA HUVO-NKULU. EKA HOFISI YA PHIRIMIYA WA XIFUNDZA XA LIMPOPO EKA NKARHI WA NJHEKANJHEKISANO WA HUVO YO ENDLA MILAWU YA XIFUNDZA. 22 NYENYENYANI 2000

Nkulukumba xipikara, swirho swo chaviseka,

1. Lembe leri hundzeke hi vonile ku humelela ka nkoka eku hundzuluxeni ka xiyimo xa mintirho ya vatirhela mfumo eka xifundza. Xikongomelo xa hina i ku tumbuluxa vufambisi lebyi tirhaka hi vanhu, byi fikeleriwaka, byi vekaka timhaka erivaleni, byi tisaka ni vutirheli lebyi tirhisaka timali hi mfanelo eka tiko / vanhu hinkwavo va xifundza.
2. Ku twa ku vava ka hina ku le rivaleni hi mhaka ya ku xaniseka ka khale ka mfumo wa xihlawuhlawu loku hi ku kumeke. Hi hlangana na kona siku rin'wana ni rin'wana hi xivumbeko xa vusweti, ku kala nhluvulo, mavabyi yo pfumala swakudya, ku pfumala dyondzo ni ku tsan'wiwa ka matiko xikaya. Ku sukela 1994 mfumo lowu wu teke goza lerikulu ku lulamisa swipiqo leswi kambe mintlhontlho yi hi hete matimba.
3. Hambi swiritano, matihlo ya hina a ya tshame ya langute eka vumundzuku. Ku hundzuluka eka xifundza a swo vula ntsena ku lulamisa swipiqo swa kahle swo ka vanhu va nga ringani emahlweni ka mfumo kambe ku endla leswaku vaaki va xifundza lexi va va ni vutihlamuleri eku lulamiseni ka vumundzuku bya vona.
4. Mfumo wu fanele ku rhanga emahlweni, I ntiyiso mihandzu ya migingiriko ya hina ya vonaka masiku ni masiku. Kambe hi dinga nhlengelelo wa matimba, vutlhari ni tinghitsi leti humaka eka swiyenge hinkwaswo swa tiko ra hina ku endlela leswaku ku va ni ku cinca ka xihatla.
5. Exikarhi ka xiyenge lexi khumbaka vanhu hinkwavo hi suka eka maendlelo yo tilanguta endzeni ya swirho swa vufambisi bya mfumo ku ya eka lama ya hlamulaka swilaveko swa vaaki.
6. Ha swi tiva leswaku mhaka ya ku humelela ka vukorhokeli bya vanhu hi mfumo byi fanele ku susumetiwa hi xilaveko xo fikelela nkoka ku nga ri ntalo. Tindzawulo ti na

vutihlamuleri bya nawu ni milawu ya mahanyelo ku tisa vukorhokeli lebyi kotekaka eka vanhu. Hi langutane ni vutomi ni vumundzuku bya vanhu njhe naswona vahumesi va xibalo vafanele ku langutela nkoka wa mali leyi va yi humesaka ntirho lowu khensekaka.

7. Pfhumba ra Batho pele ri sungule hi lembe ra 1998 naswona eku sunguleni ka lembe leri hi ve xifundza xo sungula ku tirhisa maendlelo lama angarhelaka ku lawula xiyimo xo tisa vukorhoki eka vanhu.
8. Swi fanele ku va erivaleni leswaku lama yo va masungulo ya mhaka leyi naswona ku nga languteriwi masingita ka ha ri sweswi. Lexi nga xa nkoka hi leswaku Huvo nkulu yi teka mhaka leyi yi ri ya nkoka sweswi naswona yi veke swiletelo ni swi kongomelo leswi nga le rivaleni leswi nga ta lawuleka nkarhi na nkarhi.
9. Vatirhela-mfumo va ta va ni vutihlamuleri eka mintirho ya laha kumbe ku pfumala mintirho ka vona. Hi hetisile kungu laha vufambisi bya lehenhla byi nga sayina ntwanano wa matirhelo ni mfumo lama nga ta tirhisiwa ku vona mitirho ya vona. Loko i nkarhi hi ya emahlweni leswi swi va hi swintsongo-ntsongo swi fikelela eka swiyenge swa le hansi swa mfumo.
10. Ndzawulo yin'wana ni yin'wana ku sukela sweswi yi languterile ku lawula matirhiselo ya matirhelo yi tlhela yi nyika xiviko eka hofisi ya phirimiya nkarhi ni nkarhi. Matirhelo lama lamantshwa ya hi yisaka eka vuswikoti bya xiyimo xa lehenhla ya fanele ku langutisiwa hi milawu yintshwa leyi ya ha ku pasisiwaka hi palamende ya tiko eku sunguleni ka n'hwetile leyi mayelana ni timfanelo ta vanhu ku lava ku tiva timhaka to karhi no langutela vukorhokeri bya xihatla lebyinene bya mfumo.
11. Hi swiendlo leswi hi le ku tekeni ka magoza ya nkoka ku nyika matimba eka swirho swa vaaki eka vuxaka bya vona ni mfumo. Vanhu lava a va ha ri minchumu yo ka yi nga pfuni nchumu leyi tirhisiwaka entlangweni hi swiyenge swo hambana swa mfumo, leyi nga ta tsundzukiwa hi minkarhi ya nhlawulo.
12. Hi le makungwini yo tumbuluxa maendlelo laha vanhu ni miganga ya vona va nga ta hlangana va kota ku vulavurisana ni mfumo ni vukorhekeli bya vaaki nkarhi na

nkarhi hi ndlela leyi amukelakaka. Maendlelo lawa sweswi ya hi nyika nchumu lowu nga na xikongomelo lahawu nga kotaka ku pima no kambela vukorhotekeli ha yona ni ndlela leyi hlamuselekaka leyi vaaki va nga tlhelaka va lulamisa swihoxo.

13. N'waxemu huvo ya xifundza yi rhangе emahlweni hi ku hlangana ni miganga nkarhi na nkarhi ku fikelerisa EXCO eka vanhu. Xikongomelo xa tinhlangeletano leti i ku tshineta mfumo eka vanhu ni ku hlamusela maendlelo, kambe xa nkoka ngopfu i ku yingisela vanhu va hlamusela swilaveko ni swivilelo swa vona. Swi le rivaleni leswaku pfhumba leri ri humelerile naswona ra ha ta yisiwa emahlweni lembe leri taka.

Nkulukumba xipikara

14. Swi fanele ku va erivaleni leswaku xikongomelo xo hundzuka i ku tumbuluxa vutomi byo antswa bya vanhu hinkwavo va tiko ni xifundza. Mfumo lowu wu hlawuriwile hi matimba lama nga le rivaleni ya huma eka xichava lexikulu xa vanhu va xifundza xa Limpopo ku famba hi ku hatlisa ku fikelela xikongomelo lexi.
15. Hi nga tipfali matihlo leswaku 46% ya vanhu va ha lwa ni ndlala kumbe ku kuma swo khoveta enon'wini. Hambi swipiqo swa vavasati va vantima lava shamaka ematiko-xikaya, vatsoniwa, swisiwana, ni vana va hina lava lavaka ku seketeriwa eka swiyenge swa mfumo. Lebyi a hi vutihlamuleri lebyi nga susumeteriwaka rixaka lera ha taka ku lwa na byona. Hina tani hi vurhangeri bya sweswi bya xifundza hi fanele ku lwa na byona ni ku kuma swintshuxo swa swipiqo leswi fambelanaka ni vusweti ni ku kala nhluvuko. Na kambe, hi lava ntirhisano wa vanhu hinkwavo. Varhangeri eka swiyenge swo hambana hambana va boheka ku hoxa xandla eku pfunaneni kutisa swintshunxo leswi amukelekaka. Eka mhaka leyi mfumo wu tekela enhlokweni ntirho wa varhangeri va ndhavuko. Tani hi mfumo lowu rhangelaka hi vandla ra ANC hi nge pfumeli ku vona varhangeri va ndhavuko va hundzuriwa bolo ya van'watipolitiki. Nhlanguana wa UDM wu fanele ku twisisa nkoka wa vurhangeri bya ndhavuko eka vutomi bya vanhu va ka hina. Vanhu vaka hina va nge pfuki va pfumerile UDM ku humelela ku hundzula nchumu lowu wu va wa tipolitiki. Ha swi vona leswaku hi ri swinwe hi nga kota ku tisa ku humelela lokukulu eku lweni na vusiwana ni ku kala nhluvuko hi ku katsa vurhangeri bya ndhavuko eka kungu ra hina ro hlukisa.

16. Muchaviseki nkulukumba Masemola u vutise xivutiso xa leswaku ndzi na ntshembo wa leswaku wa swivona leswaku mhaka leyi yi karhi ku lungisiwa eka xiyenge xa mfumo wa tiko ku endlela leswaku ku va ni ku fanana ni maedlelo lamanene ya maholelele tikweni hinkwaro. Ndzi nga n'wi tshembisa leswaku xifundza xi le ku hoxeni ka xandla nkarhi na nkarhi eka mhaka leyi.
17. Eka mhaka ya rimbewu nakona hi ve na ku humelela eka lembe leri hundzeke. Empfampfarhuto wa ku xanisiwa ka rimbewu wu endliwile naswona hi le ku tihlanganiseni ni vanhu hinkwavo lava khumbekaka wu nga si tivisiwa no tirhisiwa eka xifundza hinkwaxo.
18. Pulani ya maendlelo ya rimbewu ya xufundza yi hetisiwile naswona wu ta katsiwa xikan'we kan'we eka kungu ra rimbewu ra tiko leri nga ta simekiwa hi ndzhati lembe leri.
19. Swiyenge swo tirhana ni timhaka ta rimbewu swi tumbuluxiwile eka tindzawulo hinkwato naswona tindzawulo hinkwato ti le ka kungu ro lemukisa rimbewu, xiyenge xo hlanuleka xa vana xi ta tumbuluxiwa eka hofisi ya phirimiya hi mawuwani ku vona ku tirhisiwa ka kungu ra mfumo wa tiko ra timfanelo ta vona.
20. Nakambe Nkulukumba xipikara, swi ni nkoka leswaku hinkwerhu hi kamberiwa ku ya hi swiendlo ku nga ri hi marito ya hina kumbe matithelo lama nga le maphepheni. Nyimpi ya timfanelo ta vavasati yi ta hluriwa ntsena loko vanhu hinkwavo va yimekunwe ku lwa ni ku kandziyeriwa ka vavasati ni vana.
21. Ndzi lerisa hinkwalaho swirho swa yindlu leyi ku teka goza leri tiyeke ku lwa ni ku xanisiwa ka le mitini, ku xanisiwa ka vatekani, ni ku hoxa xandla eka makungu lama nga ta tisa ku cinca eku lweni ni vusiwana, mpfumaleko wa dyondzo ni mavabyi.
22. Kungu ro hundzuluxa ri sungurile naswona ri nge tlheli endzhaku. Ntlhotlho lowu langutaneke na hina tani hi vurhangeri lebyi hlawuriweke eka xifundza lexi i ku chayela no fambisa kungu leri leswaku hi tisa vutomi byo antswa eka vanhu hinkwavo.

**SPEECH BY MS CATHERINE MABUZA, MEC IN THE OFFICE OF THE PHIRIMIYA
LIMPOPO PROVINCE, DURING THE DEBATE IN THE PROVINCIAL LEGISLATURE.
22 FEBRUARY 2000**

Mr Speaker, honourable members,

The past year saw significant progress in the transformation of the public service in the province. Our goal is to create an administration that is people-centred, accessible, and transparent and deliver cost effective service to the public.

We are all painfully aware of the legacy of the past that we have inherited. We encounter it on a daily basis in the form of poverty, underdevelopment, malnutrition, illiteracy and rural neglect. Since 1994 this government has made huge strides in addressing these problems but the challenges remain daunting.

However, our eyes should remain fixed on the future. Transformation in the province therefore does not only mean redressing the imbalances of the past but also to activate the citizens of this province to take joint responsibility in the shaping of their future.

The government must take the lead and indeed the fruit of our efforts are visible on a daily basis. But we also need the collective input, wisdom and energy from all organs of civil society to ensure rapid transformation.

Within the public sector we are moving away from an inward-looking bureaucratic approach to one, which is far more responsive to the needs of the citizens.

We are mindful of the fact that public service delivery should be driven by a need to achieve quality rather than quantity. Departments have both a legal and an ethical responsibility to deliver the best possible service to the public. We are dealing with the lives and future of ordinary people and taxpayers should be able to expect value for their money.

It is an open secret that we have to deliver the best possible service within severe constraints imposed on us by budgetary limitations. However, it is also true that the mere allocation of money does not necessarily increase the quality of service. In essence the challenge ahead of us is to seek innovative solutions to complex problems and to move

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It is an open secret that we have to deliver the best possible service within severe constraints imposed on us by budgetary limitations. However, it is also true that the mere allocation of money does not necessarily increase the quality of service. In essence the challenge ahead of us is to seek innovative solutions to complex problems and to move

with less resources. The entire process of outsourcing, commercialisation and the establishment of public-private sector partnerships should be viewed against this background.

The Batho Pele programme was introduced at the beginning of 1998 and by the beginning of this year we became one of the first provinces to introduce a comprehensive system to monitor the standards of service delivery to the public.

It should be clear that this is the start of the process and that one should not expect miracles to happen overnight. What is, however, important is that the executive is handling this as a priority issue and we have set clear goals and guidelines which can be monitored on an ongoing basis.

Public servants will be held accountable for their actions or lack of actions. We have completed a process where senior management has signed performance contracts with the government against which their actions will be measured. As we progress this will eventually filter down to the lower ranks of the public service.

Each department will now be required to monitor the implementation of standards and report back to the Office of the Phirimiya on a regular basis. This new drive towards greater efficiency should also be seen against the background of the new Acts that were passed in the National Parliament earlier this month relating to the public's right to access information and to expect prompt and effective service from the public sector.

Through these initiatives we are taking meaningful steps to empower ordinary members of the public in their relationship with the state. The people are no longer mere pawns in a game played by various levels of government, only to be thought of during election periods.

We are in the process of creating a system where people and communities can interact and talk back to the government and the public sector in a regular and structured manner. The system now provides objective standards against which delivery can be measured and a clearly defined process through which citizen can seek redress.

Last year the provincial executive took the lead to meet with communities on a regular basis through taking EXCO to the people. The aim of these meetings is to bring government closer to the people and to explain policies, but, even more importantly, to listen to people expressing their needs and concerns. It is quite clear to us that this exercise has been a success and it will be continued during the coming year.

Mr Speaker, it should be quite clear that the goal of transformation should be to create a better life for all in the country and the province. This government was elected with a clear mandate from the overwhelming majority of the people of the Limpopo Province to move rapidly towards this goal.

We cannot escape the fact that 46% of our active population are still living below the bread line. We cannot close our eyes to the problems faced by black women living in rural areas, of the disabled, the poor and our children who require some support from government structures.

This is not responsibility that we can postpone for the next generation to deal with. We as the current leadership of this province will have to deal with it and seek solutions for the problems related to poverty and underdevelopment. Again, we need the cooperation of the entire civil society. Leaders at various levels are required to make a contribution towards finding mutually acceptable solutions. In this regard the government takes very seriously the role and position of traditional leaders. As the ANC led government, we cannot afford the luxury of turning this institution into a political football. UDM should understand the importance of traditional leadership in the lives of our people. Our people will never allow UDM to succeed in politicising this institution. We are conscious of the fact that together we can make a tremendous progress in the battle against poverty and underdevelopment with the active participation of traditional authorities in our developmental plan.

The honourable Mr Masemola raised the issue of payment of traditional leaders. I trust that he is aware of the fact that this is an issue dealt with at national level to ensure an equitable and fair system of compensation throughout the country. I can assure him that the province is making regular inputs into this process.

On the issue of gender we have also made significant progress during the past year. A draft sexual harassment policy was developed and we are currently involved in a process of consultation with all stakeholders before it will be published and implemented throughout the province.

A provincial gender action plan was completed by the end of November and will, eventually, be included in a national gender policy to be launched in October this year.

Gender desks have been established in all departments and all departments are involved in a programme of gender sensitisation. A special children's unit will be established in the Office of the Phirimiya by July to oversee the implementation of the national programme of action for children's rights.

Again, Mr Speaker, it is important that we all should be measured by our actions and not by our words or the policies we have on paper. The battle for the rights of women will only be won when the entire society is mobilized to take a stand against the victimization of women and children.

I therefore call on all members of this House to take a strong decision against domestic violence and spousal abuse and to make an active contribution to programmes aimed at eradicating poverty, illiteracy and diseases.

The process of transformation has begun and it cannot be turned around. The challenge facing us as elected leaders of this province is to steer and manage this process so that we bring a better life for all our people.

I thank you.

4.7.1 Analysis of Speech 6 by MC Mabuza

The “who” parameter

The writer is the Member of the Executive Council (MEC) in the office of the Phirimiya of the Limpopo Province. She is responsible for transformation in the Province and also accountable for the status of women and gender equity. She is an experienced writer as a politician, she wrote numerous political texts, others which are also analysed in this study.

Her text exemplifies a clear chronology and coherence found in many genres. It has a beginning, body and conclusion. Paragraph 1 **Nkulukumba xipikara, swirho swo chaviseka** (Mr Speaker, honourable members). This is the opening address and she concludes by thanking everybody **Ndza minkhensa** (I thank you). This exhibits an open and close text.

The “what” parameter

The writer is writing about the significant progress made in the transformation of the public service in the Limpopo Province. In paragraph 1 she states **Xikongomelo xa hina i ku tumbuluxa vufambisi lebyi tirhaka hi vanhu, byi fikeleriwaka, byi vekaka timhaka erivaleni** (Our goal is to create an administration that is people-centred, accessible and transparent). This is what she is writing about.

The “to whom” parameter

The speaker is presenting this text to the Limpopo Province legislative assembly at Lebowakgomo, comprising of the speaker, Members of the Executive Councils (MECs), Members of Parliament (MPL’s) and head of Departments and other stakeholders in the various civil societies.

The “why” parameter

The writer, as the Member of the Executive Council (MEC) in the office of the Limpopo Province Phirimiya, is responsible for gender equity, transformation, HIV/AIDS and also the effective delivery of services to the people/tax payers. This also includes the role of traditional leaders. The writer was writing this speech to highlight the activities of her Department and report back on the achievements and failures thereof, to the legislature of the Limpopo Province.

The “for what purpose” parameter

This parameter relates to communicating the purpose of the text to the reader. The purpose of the writing is to present before the legislature the position of the office of the Phirimiya with regard to the mandated tasks by the house and the electorate. This concerns the transformation strategies, traditional house position, signing of performance contracts by senior management, the treatment of senior citizens on the day of their payment of their stipends, etc.

The “writes” parameter

Functional sentence perspective: Informational structure

(i) Topic-comment analysis

This text exemplifies several instances where the sentence-initial expression functions as the topic of the sentence. The topic expression is sometimes complemented by a phrase or a clause that expresses the comment to it. The topic here is in paragraph 1 **Xikongomelo xa hina i ku tumbuluxa vufambisi lebyi tirhaka hi vanhu, byi fikeleriwaka, byi vekaka timhaka erivaleni, byi tisaka ni vutirheli lebyi tirhisaka timali hi mfanelo eka tiko / vanhu hinkwavo va xifundza.** (Our goal is to create an administration that is people centred, assessable, and transparent and deliver cost effective service to the public.) The clause in paragraph 2 **xivumbeko xa vusweti** (in a form of poverty) comments on the topic, which is trying to eradicate this. She further states in paragraph 2 **mavabyi yo pfumala swakudya** (malnutrition) occurs. This topic is commented on by the sentence that the government that services the people better will never experience this malnutrition. She further comments by stating **that ku pfumala dyondzo ni ku tsan’wiwa ka matiko xikaya** (illiteracy and rural neglect). These few extracts comment more about the topic under discussion.

(ii) Topic-continuity

The Topic-continuity in the text is accomplished through the noun phrases, which receive repeated, mention in the text, for example in paragraph 2 **mfumo lowu wu teke goza** (This government has made huge stride). This sentence refers to the administration of the Limpopo Province, which has embarked on the eradication of inefficiency. The writer further states in paragraph 3 **vutihlamuleri eku lulamiseni ka vumundzuku bya vona** (take joint responsibility in the shaping of our future). Transformation, accountability, clean administration are the key words in our topic which were further highlighted or emphasized by the extracted phrases.

(iii) Topic-structure analysis

Topic-structure analysis is exemplified by various subtopics and captions within the text which supports the main topic, as for example in paragraph 7 **Pfhumba ra Batho pele**

(The bathopele programme). This programme monitors the standards of service delivery to the public. This is in support of the topic. The writer further states in paragraph 9 **Vatirhela-mfumo va ta va ni vutihlamuleri** (Public servants will be held accountable for their actions). This is in line with our main topic. In paragraph 10 the writer states **Ndzawulo yin'wana ni yin'wana ... lawula matirhiselo ya matirhelo** (Each department will ... monitor the implementation of standards). Almost all the paragraphs in this text contain information, which reinforces the idea of transformation and accountability by workers, departments and all people in the entire province.

(iv) Given-new Information

The main topic represents the given information or information which is already known to the reader, and the text might contain information which is new information. It is this given information, which attracts the reader into the text, inviting or challenging him or her to read the new information which the given information in the text. At this stage the mind of the reader is directed to the new information, which will support the given information. The problems and solutions written in the text give a further explanation to what the reader already knows. The readers are interested in the solutions to the given problem, i.e. **ku tumbuluxa vufambisi lebyi tirhaka hi vanhu, byi fikeleriwa ...** (to create an administration that is people-centred, accessible...) This problem has been given a solution in paragraph 7 **Pfhumba ra Batho pele ri sungule** (The Batho Pele programme has started) This programme was introduced at the beginning of 1998 and it is a comprehensive system which monitors the standards of service delivery to the public. It is therefore the new information which brings about a solution to the existing problem, as highlighted in the given information. Considering the analysis above, it could be argued that the writer of the text serves as the provider or giver of information, while the reader in this regard can be viewed as the recipient of information.

(v) Theme-rheme relations

The theme-rheme device is exemplified in a range of sentences in this text. Almost every paragraph exhibits this device, paragraph 1 **Xikongomelo xa hina i ku tumbuluxa vufambisi lebyi tirhaka hi vanhu** (Our goal is to create an administration that is people-centred). The theme of this sentence is **Xikongomelo xa hina i ku tumbuluxa vufambisi** (Our goal is to create an administration) and the rheme is **lebyi tirhaka hi vanhu** (that is

people-centred). We further find this exemplification in paragraph 2 **mfumo lowu wu teke goza lerikulu ku lulamisa swipiqo** (This government has made huge strides in addressing these problems). The theme of this clause is **mfumo lowu wu teke goza lerikulu** (This government has made huge strides) and the rheme is **ku lulamisa swipiqo** (in addressing these problems). The sentences cited above exhibit a theme-rheme relation where the rheme expands on what the theme expresses.

(vi) Focus-presupposition relations

In this text, there is information that is highlighted, and information which is assumed or presupposed. In the following example from the text the writer makes use of a pronoun in order to present some foregrounded information. In paragraph 15 the writer states that **swo khoveta enon'wini** (something to put in the mouth, i.e. living below bread line). This information serves as the focus of the writer's argument; it is presupposed or foregrounded by what she said about these people earlier in the sentence. First the writer argues that **Hi nga tipfali matihlo leswaku 46% ya vanhu va ha lwa ni ndlala kumbe ku kuma swo khoveta enon'wini** (We cannot escape the fact that 46% of our active population are still living below the bread line). The writer further expresses this focus, or emphasis in the following paragraph **Hi swiendlo leswi hi le ku tekeni ka magoza ya nkoka** (Through this initiatives we are taking meaningful steps). The statement foreground that was written earlier in the preceding paragraph mentioned that each department will now be required to monitor the implementation of standards and report back to the office of the Phirimiya on a regular basis. This device enables the reader to capture what the writer wants to emphasise or highlight and which he or she feels is the issue of the matter.

Text cohesion

The reader will recall that this aspect relates to at factors which contribute to the chronological nature of the text. These factors are reference, substitution, ellipsis, conjunction, repetition, inclusion and collocation.

(a) Reference

Reference is exemplified when a pronoun or other lexical item is used to refer to something which was mentioned earlier, or something that will be mentioned. For example in paragraph 8 **mhaka leyi** (this as a priority issue) refers to paragraph 7

Pfhumba ra Batho pele ri sungule hi lembe ra 1998 ... xifundza xo sungula ku tirhisa maendlelo lama angarhelaka ku lawula xiyimo xo tisa vukorhoki eka vanhu. (The Batho Pele programme was introduced in 1998 ... one of the first provinces to introduce a comprehensive system to monitor the standards of service delivery to the public). The writer further employs reference when she states that **leswi swi va hi switsongo tsongo** (This will gradually). She refers to the earlier statement where it was mentioned that **Vatirhela-mfumo va ta va ni vutihlamuleri eka mintirho ya laha kumbe ku pfumala mintirho ka vona. Hi hetisile kungu laha vufambisi bya lehenhla byi nga sayina ntwanano wa matirhelo ni mfumo lama nga ta tirhisiwa ku vona mitirho ya vona** (Public servants will be held accountable for their actions or lack of actions. We have completed a process where senior management has signed performance contracts with the Government against which their actions will be measured). Reference is exhibited in most of the paragraphs in this text in order to avoid repetition and effects emphasis on the referred aspects.

(b) Comparative cohesion and substitution

Comparative cohesion and substitution interact closely; they at times occur simultaneously, like in the following sentence in paragraph 7 **hi ve xifundza xo sungula ku tirhisa maendlelo lama angarhelaka** (we became one of the first provinces to introduce a comprehensive system). This statement compares the Province with other provinces, which represents a substitute, by omitting their names. She further states that **Ndzawulo yin'wana ni yin'wana ku sukela sweswi yi languterile ku lawula matirhiselo** (Each department will now be required to monitor). Comparison is made here to all the Departments, which expresses a substitute by not mentioning their names. Comparison is exhibited further in paragraph 5 **hi suka eka maendlelo yo tilanguta endzeni ya swirho swa vufambisi bya mfumo ku ya eka lama ya hlamulaka swilaveko swa vaaki.** (We are moving away from an inward looking bureaucratic approach to one which is far more responsive to the needs of the citizens). This device makes the text effective, especially with regard to the comparative aspect which introduces emphasis to the compared issues.

(c) Conjunctions

The conjunction **kambe** (but) is used to emphasize the problems that exist despite the Government's huge strides in addressing the problems of underdevelopment, malnutrition, illiteracy, etc, for example **mfumo lowu wu teke goza lerikulu ku lulamisa swipiqo leswi kambe mintlhontlho yi hi hete matimba** (The government has made huge strides in addressing these problems but the challenges remain daunting). We also find conjunctives on many paragraphs in this texts. In paragraph 3 **Hambi swiritano, matihlo ya hina a ya tshame ya langute eka vumundzuku** (However, our eyes should remain fixed on the future). The conjunction **eka** (on the) connect the two clauses to form continuity of the sentence. The use of conjunctions enables two sentences or clauses to connect and follow each other on a chronological order. For example in paragraph 7 **Pfhumba ra Batho pele ri sungule hi lembe ra 1998 naswona eku sunguleni ka lembe...** (The Batho Pele programme was introduced at the beginning of 1998 and by the beginning of this year...).

(d) Demonstratives

The writer uses demonstratives frequently in order to establish nominal links or to link sentence constructions in the text. The following demonstratives, appearing with the nouns they modify, occur in this texts. In paragraph 2 **mfumo lowu** (this government); **swiphiqo leswi** (these problems); paragraph 3 **xifundza lexi** (this province); paragraph 7 **lembe lexi** (this year). The series of demonstratives serves the function of pointing to the nouns which the writer intends to emphasize in the discourse. It occurs in some instances where demonstratives occur with pronouns; in which case, emphasis and substitution result. For example in paragraph 8 **Swi fanele ku va erivaleni leswaku lama yo va masungulo ya mhaka leyi naswona ku nga languteriwi masingita ka ha ri sweswi** (It should be clear that this is the start of the process and that one should not expect miracles to happen overnight.)

(e) Repetition

Repetition is used in this text, to emphasize the idea which is highlighted by the writer. The following words are repeated several times in almost all the paragraphs in the text. **Xifundza** (province); **mfumo** (government); **swiphiqo** (problems); **vumundzuku** (the

future); **vukorhokeli** (service-delivery). When the reader considers these key words which are repeatedly made mention of, one could recognise that the whole text is about “our Provincial Government need to improve service delivery for the future of our children!” The repetition device has effected the emphasis on the repeated issues.

Text coherence

Recall that the aspect of text coherence contributes to the identification of the structure of the text and its chronology. In this text the following factors will be explored: the non-linguistic bases of coherence, the discourse theme, elements of subordination and coordination and the use of inferences.

(a) Non-linguistic bases of coherence

In this text, the reader, through his or her knowledge of writing conventions manages to understand and identify the structure of the text and its chronology. The reader of this text can follow what is written in it, due to the fact that it does not deviate from the conventions that are characteristic of in speech presentation in Parliament. For example, this text begins with the following opening address in paragraph 1 **Nkulukumba xipikara, swirho swo chaviseka** (Mr Speaker, honourable members). The reader can see the paragraphs following the above mentioned opening address in that these paragraphs are related in content for example in paragraph 3 **hambiswiritano** (however). This elements links the new paragraphs with the former paragraph 6 **Ha swi tiva leswaku** (It is an open secret that...). This shows a link between the paragraphs to support a common theme. For more detail of this aspect, see the Cognitive Move Structure in this section.

(b) Relevance

When the writer succeeds to write a text chronologically, it opens the possibility for the reader to identify some links in the text, which will relate to his or her past or present experiences. This text is presented in the Limpopo Province Legislature. The text is presented to address the challenges facing Public service in terms of service delivery which is in a chaotic situation at the present time. The relevancy of this is that any reader might be confronted with similar experience where ever he or she is. This is also the case with other issues raised within the same text, such as the role of traditional leaders in the government of the country, and the problems facing the senior citizens on the day they

receive their stipends. These issues are relevant to the reader because they are all topical issues which occur all over the country, including the National assembly.

(c) Elements of subordination and coordination

The aspect of subordination and coordination in text involves the issues of comparison and restatement. The issue of comparison will first be discussed briefly as it overlaps with the aspect of comparative cohesion discussed earlier under the section on cohesion. Comparison is exemplified in the following paragraph 3 **vanhu va nga ringani emahlweni ka mfumo** (people were not equal in Government). This statement compares the administration of blacks versus whites in the former dispensation which left much to be desired. Paragraph 7 **hi ve xifundza xo sungula** (we were the first province). The writer compares the Limpopo Province with other provinces in the implementation of the Batho Pele programme in paragraph 14 **ku tumbuluxa vutomi byo antswa bya vanhu** (to create better life for all). People were living in misery, so the programme under planning will improve conditions to create better life for all. The writer uses the cohesion marker throughout in order to emphasize the differences.

The second element of subordination and coordination is restatement. This feature overlaps with the feature of repetition discussed in the section on text cohesion above. In terms of restatement, consideration is given to related words, phrases, clauses or elements in the text, and why the writer uses them. This happens to be the similar situation with the aspect of repetition. For example, the following clauses are restated in the text **mfumo lwa khale** (the old Government); **mfumo wa xihlawhlawu** (apartheid Government); **vanhu vanga ringani emahlweni ka mfumo** (people were not equal in the eyes of the Government). All these clauses emphasize the old Government policy that of separate development.

(d) Use of inferences

Inferencing is strongly constrained by the structure of the text and it plays an important role as a coherence-creating mechanism. Inferencing is required to connect new information and the information already stored in the mind of the reader. In this text, there are some identifiable elements of inferences which contribute to the overall sequence of the text. In paragraph 8 **Swi fanele ku va erivaleni leswaku lama yo va masungulo ya mhaka leyi**

(It should be clear that this is the start of the process). This expression is an inference of the kind discussed before in the text, the writer is only expatiating on it. In paragraph 11 **Hi swiendlo leswi hi le ku tekeni ka magoza ya nkoka** (through these initiatives we are taking meaningful steps). The writer makes an inference to a matter discussed earlier in the discourse. He further exemplifies this device in paragraph 15 **Lebyi a hi vutihlamuleri lebyi nga susumeteriwaka rixaka** (This is not responsibility that we can postpone for the next generation). Considering the inference above, the writer has succeeded in linking the paragraphs well, while maintaining the theme of the text throughout.

(e) Rhetorical patterns within coherence

The major rhetorical pattern identifiable in this text is the problem-solution pattern. This is exemplified in many paragraphs in this text, paragraph 1 **Lembe leri hundzeke hi vonile ku humelela ka nkoka eku hundzuluxeni ka xiyimo xa mintirho ya vatirhela mfumo eka xifundza** (The past year saw a significant progress in the transformation of the public service in the province). This is a problem which is a bone of contention at the moment, and the writer offers a solution thereof by stating in paragraph 1 **Xikongomelo xa hina i ku tumbuluxa vufambisi lebyi tirhaka hi vanhu...**, (our goal is to create an administration that is people centred, accessible and transparent). This is the solution to that problem. The writer further states the problem in paragraph 2 **...xa vusweti, ku kala nhluvulo, mavabyi yo pfumala swakudya, ku pfumala dyondzo ni ku tsan'wiwa ka matiko xikaya** (... in a form of poverty, underdeveloped, malnutrition, illiteracy, and rural neglect). He further gives us a solution to this problem in paragraph 2 **Ku sukela 1994 mfumo lowu wu teke goza lerikulu ku lulamisa swipiqo leswi...** (Since 1994 this Government has made huge strides in addressing these problems...) This is the solution to the problems presented earlier.

In this text, the rhetorical pattern of cause and effect is found in the following instances: paragraph 7 **Pfhumba ra Batho pele ri sungule hi lembe ra 1998 naswona eku sunguleni ka lembe leri hi ve xifundza xo sungula ku tirhisa maendlelo lama angarhelaka ku lawula xiyimo xo tisa vukorhoki eka vanhu** (The Batho Pele programme was introduced at the beginning of 1998 and by the beginning of this year, we become one of the first provinces to introduce a comprehensive system to monitor the standards of service delivery to the public). **Pfhumba ra Batho pele** (Batho Pele

programme), expressing the cause. **ku lawula xiyimo xo tisa vukorhoki eka vanhu** (to monitor the standards of service delivery to the public), expressing the effect.

The lexicon

Lexical choice is central as a reflection of communicative purpose. This property is concerned with the choice of lexical items like verbs, nouns and sentence-initial elements, which the writer uses in the text in order to achieve a specific communicative purpose.

(i) Choice of sentence-initial elements

The choice of sentence-initial elements contributes to the interaction between the reader and the writer. Once the reader considers the initial position of the sentence, he or she automatically builds a mental model about what the writer will talk about in the text. When the writer begins her caption with **khale ka mfumo wa xihlawuhlawu** (in the apartheid government). The reader can already make an assumption that a negative statement is to follow, reflecting the policies of this government such as **vusweti** (poverty); **ku kala nhluwuko** (underdeveloped); **mavabyi yo pfumala swakudyo** (malnutrition); **ku pfumala dyondzo** (illiteracy). When the writer mentions the word **Bathopele** (people first) one expects things like **ku lawula xiyimo xo tisa vukorhoki eka vanhu** (to monitor the standards of service delivery to the public). The manner in which the writer begins the sentence contributes well to acceptable conventions of text construction as well as to the readers' understanding of the text.

(ii) Choice of lexical items and phrases

In this text, the writer uses a number of verbs in order to reveal her goals or intentions. In paragraph 4 **Mfumo wu fanele ku rhanga emahlweni** (The government must take the lead). The verb **rhanga emahlweni** (take the lead). This verb is used figuratively because she further says **I ntiyiso mihandzu ya migingiriko ya hina ya vonaka masiku ni masiku** (and indeed the fruit of our efforts are visible on a daily basis). The writer states in paragraph 13 **ku tshineta mfumo eka vanhu** (to bring the government closer to the people). She uses the verb **tshineta** (bring nearer) in a figurative manner whereby she refers to the transformation and service delivery. This device enables the writer to achieve the intended objective, that of emphasising certain issues, rather than others which are less important in her opinion.

(iii) Cognitive move-structure

The writer uses certain structural moves in order to achieve her communicative purposes. In a text presented in the Legislature of a province like this, a number of moves can be established by examining the discourse of the text.

Move 1: Introductory remarks: This includes acknowledgement, report back and challenges.

Sub-move 1 (a): Acknowledgement: The writer acknowledges the authority of the speaker and the house by stating **Nkulukumba xipikara, swirho swo chaviseka** (Mr Speaker, honourable members).

Sub-move 1 (b): Report back of previous years progress: She states in paragraph 1 **Lembe leri hundzeke hi vonile ku humelela ka nkoka ... Xikongomelo xa hina i ku tumbuluxa vufambisi ...**(The past year saw significant progress in the transformation of the public service in the province. Our goal is to create an administration that is people-centred, accessible....).

Sub-move 1 (c): Challenges: The writer states that she is painfully aware of the legally of the past and they encounter malnutrition, poverty, underdevelopment, etc, but she further states that **Hambi swiritano, matihlo ya hina a ya tshame ya langute eka vumundzuku.** (However, our eyes should remain fixed on the future).

Move 2: Rally for collective responsibility. The writer states that the government must take the lead so that these can be visible on a daily basis. She further states that **Kambe hi dinga nhlengelelo wa matimba, vutlhari ni tinghitsu leti humaka eka swiyenge kinkwaswo swa tiko ra hina** (But we also need the collective input, wisdom and energy from all organs of civil society).

Move 3: Batho Pele programme. This includes the Bathopele principle, the civil service and the departments.

Sub-move 3 (a) The principle: This programme was introduced in 1998 and it concerns itself with the introduction of comprehensive system that monitors the standards of service delivery to the public. **Pfhumba ra Bathopele ri sungule hi lembe ra 1998** (The Bathopele programme has started in 1998.)

Sub-move 3 (b) Public servants: The public servants will be held accountable for their actions or lack of actions. Senior management has signed performance contracts with the government against which their actions will be measured and this will filter down to lower ranks of the public service. **Vatirhela-mfumo va ta va ni vutihlamuleri eka mintirho** (Public servants will be accountable for their actions at work).

Move 4: Conclusive remarks: The writer concludes by stating that the process of transformation has begun and it can not be turned around. The challenge facing elected leaders of this province is to steer and manage this process so that they bring a better life for all people.

4.8 SPEECH 7: XIPICI HI MANANA CATHERINE MABUZA MEC EHOFISI YA PHIRIMIYA YA XIFUNDZA XA LIMPOPO EKA NTLANGU WO VEKA HOSI KK SEKHUKHUNI TANI HI MUKHOMERI WA HOSI-NKULU WA TIKO RA KA SEKHUKHUNE

1. Hi siku ra ti 18 Mhawuri 2001
Eka mufambisi wa ntirho Mung Mabu-Hlabirwa-a-Bauba, va chaviseki swirho swa Mfumo wa Xifundza, Tikhanselara ta ndhawu ni miganga, Tihosi ta hina to hlonipheka, Varhangeri va ndhavuko vo homa etikweni hinkwaro ku katsa na Dzonga wa Afrika ni Varhangeri na vuyeni byo hlawuleka, vamanana na vatatana. Namuntla i siku ro hlawuleka eka matimu ya vanhu va ka Sekhukhune, xikan'we na Xifundza xa Limpopo loko hi tsakela ku vekiwa ka Kenneth Kgagudi Sekhukhune tani hi mukhomeri wa Hosinkulu.
2. Masiku mangarimangani lama hundzeke hi tsundzukile rifu ra nhenha yikulu Sekhukhune wo sungula, la feke hi ti 13 ta Mawuwana 1882.

3. Ku tlula makume-ntlhanu wa malembe, Sekhukhune wo sungula ari yena nghwazi ya tipolitiki ni tinyimpi eka Transvaal hinkwayo, vunghwazi bya yena byi vonakile loko a hlula 14 000 wa masocha ya mabunu lava ava lwa hi swibamu na tiganuni ta matimba e Thaba Mosega. Nyimpi leyi yi tsariwile eka tibuku ta matimu ya misava hinkwayo, "Ti'archives" ta hina ti tele hi mahungu ya vunghwazi bya hosi Sekhukhune.
4. Xikarhi ka malembe ya 1877 na 1879 u hlurile hi tinyimpi tinharhu hi ku landzelelana, tinyimpi ta manghezi, a kondza a hluriwa hikwalaho ko tala ka masocha na switlhavana leswi aswi kongomiseriwe yena ni tinhenha ta yena. Vurhangeri ni vutlharhi bya yena swi vile na nkucetelo lowu kulu eka lava n'wi landzeleke, valandzerile xikombiso xa yena ku lwa ni vokholoni, xihlawuhlawu, na xin'wana manana.
5. Muchaviseki Sefako Makgatho, hi ku landza mitirho ya Sekhukhune wo sungula u vile Presidente-Generali wa African National Congress hi 1917 aya mahlweni no lwela ntshunxeko wa ma-Afrika Dzonga hinkwavo. Vurhangeri bya ndhavuko a byi hambanyiseki na mafumelo ya xidimokrasi, ngopfu-ngopfu eka xifundza xa Limpopo, ngopfu-ngopfu mi yimela rifuwo ni ndhavuko, ni namuntlha mi nyika rito na swikongomela swa vanhu lava miva yimelaka.
6. Eka xifundza xa hina nile tikweni hi lava xiyimo xa le henhla eka vurhangeri bya ndhavuko lava tiyimiseleke ku antswisa ekhonomi, niku tlakusa mahanyelo ya vanhu va vona. Mfumu wo lava ntirhisano lowunene eka vurhangeri va ndhavuko eku ringeteni ka wona ku antswisa vutomi bya vanhu hinkwawo. Eka tinhweti leta ha ku hundzaka hi vonile ku nhluvuka e ndleleni ya ku ncinca ni xidimokrasi. I ro sungula hiva na vu yimeri lebyi heleleke eka swiphemu swa mafumele eka tiko, xifundza ni le migangeni. Hi malembe ya nkombo ya ntshuxeko, tiko ra Afrika-Dzonga ri sukile eka mfumo wa vanhu va nhlayo leyi tsongo ku ya eka mfumo wa vanhu hinkwavo, laha vanhu va fuma Afrika-Dzonga, madoropa, swidoropana ni miganga.
7. Hi tlhelo rin'wana hi nga vula leswaku ntshunxeko wa tipolitiki lowu kumekeke hi 1994 wu tise ntlhontlho wuntswa eka hina hinkwerhu. Hi fanele ku ncinca Afrika-Dzonga na vanhu va yona leswaku hinkwerhu hi ta avelana mihandzu yo nandziha

ya ntshunxeko lowu hi wu lweleke. Eku lweni loku ka sweswi, varhangeri vandhavuko vana xiavi lexikulu, vurhangeri lebyi byi huma eka timitsu ta matimu ya hina, hikwalaho mi fanele ku vulavulela vutomi ni mimoya ya vanhu va ka hina.

8. Varhangeri va ndhavuko i vahlayisi va mfumo ni ndhavuko. Mifanele mi lwela hiku hetiseka vuhlawuleki bya vanhu lava miva rhangelaka. Mina vutihlamuleri ku vona leswaku mfumo, nkonka na ndhavuko swa hlayiseka. Kambe mi fanele ku tsundzuka leswaku mfumo ku fana ni swin'wana leswi endliwaka hi vanhu wa ncinca. Hi swi hlayisa hi ri karhi hi tiva leswaku swi fanele ku fambelana ni ku ncinca ni swilaveko swa vumunhu ni ku ncinca ka nkarhi. Hi tlhelo rin'wana mfumo wu ti yimiserile ku va ku suhi na vanhu, hikwalaho wu tiyisile mafambisele lamanene eka mimfumo ya miganga. Ku nghenelela ka varhangeri va ndhavuko eka mfumo ya miganga a swi yisi hansi swiyimo swa vona, kambe swi ngenisa mfambelano notiyisisa xidimokrasi eka mafumelo ya tiko.
9. Swi ni nkoka leswaku varhangeri va ndhavuko va khomana hi mavoko na mfumo wa xidimokrasi ku fikelela xikongomelo xin'we. Eka xipichi xa Presedente Thabo Mbeki loko a pfula palamende eku sunguleni ka lembe leri, u hlawurile tiko ra ka Sekhukhune kuva rin'wana ra tindhawu ta khume-nharhu leti nga tava to sungula ku nghenelela **Integrated Sustainable Rural Development Strategy**. Lexi xi ta va xikombiso xa ku tiyimisela kamfumo eka nhluvukiso wa matiko xikaya no lwa ni vusiwana, ndlala, dyondzo na mavabyi, nhluvukiso wa mabindzu lama tsongo ni ya le xikarhi no endla swivandla swa mintirho.
10. Mfumo wa xifundza wu karhi ku endla matshalatshala ku hluvukisa tiprojeke leti nga ta vuyerisa vanhu va ndhawu leyi ku antswisa vutomi bya vanhu. Xibedhlele xintswa e ka-Nchabeleng xi le kusuhi no hela na xibedhlele xa Jane Furse lexi ntswa xi karhi xa tirha. Lexi i xiphemu xa nxanxamelo lowu tisaka swilaveko swa rihanyu xa le henhla laha vanhu va nga kotaka ku hakelela no fikelela eka ma-Afrika Dzonga hinkwavo. Mati se ya kumeka ku huma e Rimbelule kuya e mitini, projeke leyi ya ha ndla-ndlamuxiwa ku fikelela vanhu van'wana. Ku engeteriwa ka pato ra xikontiri xikarhi ka Mohlaletsi ri hundza hi le Apel ku ya e Lebowakgomo ra ha ri swin'wana swo hlawuleka eka nxanxamelo wa n'tivo vutlekeli eka ndhawu leyi.

11. Hi lava ku hlohleteka varhangeri vandhawu leyi ku nyika nseketelo lowu heleleke ku sungula swilo na ku vona leswaku vanhu va kuma xanchumu eka tiprojeke leti. Hi tlhela hi mi kombela ku seketela min'wana mi nxanxameloleyi ti yimiseleke ku antswisa swiyimo swa dyondzo, dyondzo ya lavakulu, ku tlakusa xiyimo xa ntivo rihanyu ni ku lwa na HIV/AIDS. Ndzavisiso hi HIV/AIDS yi komba leswaku ku na ku hambana ku kulu hi rixaka e Afrika-Dzonga namuntla. Eka ntlhanu wa vanhu lava faka, ngopfu-ngopfu exikarhi ka malembe ya makume-mbirhi na makume-mbirhi kaye un'we wa vona u va a dlaye hi ntungu lowu. Vanhu vo tala va ha ku kumeka va ri ni xitsongwatsongwana xa HIV. Hambi swiritana ka hari na vanhu lava nga landzeleleki xitsundzuxo lexi nge tshika, tshembheka kumbe u tirhisa khondomo. Vanhu va misava va na ntlhonthlo namuntlha na mundzuku ku humesa varhangeri vo fana na Sekhukhune wo sungula.
12. Hi ntiyiso xinghunghumana AIDS a xi na leswaku u wa xiyimo xihi. Xi hlasela un'wana ni un'wana, hosi mukhanselara, xirho xa huvunkulu, MEC, lowo tsoniwa, xisiwana na n'wankumi ku fana. Hikokwalaho hi fanele ku tiyimisela swinene-nene hi pfunana ni mfumo eka nyimpi yo hlula HIV/AIDS.

Mufambisi wa ntirho

Hi ti 1 ta khotavuxika Phirimiya wa hina kun'we na Statistics South Africa va simeke ku hlayiwa ka vanhu 2001 (census 2001) eka xifundza nkulu xa hina. Eka mavhiki lawa taka hi langutele ku seketeriwa eku hlayiweni ka vanhu va tiko hinkwaro. Leswi swi ta pfuna mfumo hi vutivi mayelana ni vutomi ni matshamela ya mahanyelo ya vanhu. Mbuyelo wa ku hlayiwa ka vanhu swi pfuna mfumo ku pulana ni ku avela mali hi mfumo. Mfumo wu ta tirhisa vutivi lebyi bya nkoka ku pulana vumundzuka bya ma-Afrika Dzonga hinkwavo.

13. Hi nga tirhisa ku hlayiwa ka vanhu ku languta nhluvuko ni ku pima matirhelo no kuma ntikelo wa mi nxanxameloleyi ya mfumo eka vutomi bya hina. Ndzi teka nkarhi lowu ku kombela wun'wana ni wun'wana ku vona leswaku u hlayiwile. Rhekhedi leyi yi ta hi byela leswi swi nga fikeleriwa, na leswi swa ha lavaka ku endliwa ku vona hi laha vukorokeri bya le ka xiyimo xa le henhla eka vanhu swi nga endliwaku ha kona. Sweswi loko mi lerisa va Statistics South Afrika, vuhosi bya n'wina, ni varhangeri leswaku va mi hlaya miri eka vona I **'Count us in, tel ons by, hi hlayeni hinkerhu, ri vhaleni rothe, rebale kamoka.'**

14. Ku hetelela, wena mufambisi wa ntirho ndzi ri:

Ha tshemba leswaku mukhomeri wa hosinkulu, 'Hlabirwa-a-Bauba' u ta tirhisa xiyimo xa yena ku hlohletela vanhu va ndhwawu ya yena ku lwela ku rhula, ku humelela na nhluvuko. Nhlohletelo lowu wu ngevi wa ndhawu leyi ntsena, kambe wu ta va wa vanhu hinkwavo va xifundza-nkulu xa Limpopo.

Ndza nkhensa

SPEECH BY MS CATHERINE MABUZA, MEC IN THE OFFICE OF THE PHIRIMIYA OF THE LIMPOPO PROVINCE, AT THE INAUGURATION CEREMONY OF KGOSHI KK SEKHUKHUNE AS THE ACTING PARAMOUNT CHIEF OF SEKHUKHUNELAND

18th August 2001

Programme director, 'Mong mabu-Hlabirwa-a-Bauba', the honourable members of the Provincial Executive Council, our local and district councillors, 'Magoshi a rena a hlomphegago', traditional leaders from other parts of the country and the Southern African region, distinguished leaders and guests, ladies and gentlemen.

Today marks an important event in the distinguished history of the Sekhukhune people, and indeed of the entire Limpopo Province as we celebrate the investiture of Acting Kgoshi Kenneth Kgagudi Sekhukhune as Acting Paramount Chief.

A few days ago we commemorated the death of the great warrior, Sekhukhune 1, who died on 13 August 1882.

For more than half a century, Sekhukhune 1 dominated the political and military scene in the former Transvaal colony. His famous military victory at Thaba Mosega over a 14 000 strong Boer army armed with sophisticated rifles and cannons was recorded in international publications and history books. Our archives are full of his heroic tales.

Between 1877 and 1879 he inflicted three successive defeats on the armies of the British colonists until he was subdued by the sheer weight of numbers and weaponry pitted against him and his brave warriors. His leadership and his wisdom was an inspiration to

many who came after him. They followed his example of resistance against colonialism, racism, discrimination and system of separate development.

The great Sefako Makgatho emulated the example of Sekhukhune 1 when he became President-General of the African National Congress in 1917 and continued the struggle for liberation and freedom for all South Africans. The institution of traditional leadership is an indispensable element of the democratic system, particularly in the Limpopo Province. To a large degree you represent generations of culture and traditions, and to this day you give voice to the ideals and aspirations of the communities that you represent.

In this province and elsewhere in the country, we need a quality of traditional leadership that is dedicated to the economic development and social enlistment of the communities it serves. The government requires social partnership with traditional leaders in its efforts to build a better life for all.

In recent months we have witnessed important developments in our process of democratic transformation. For the first time, we now have fully-fledged democratic structures of governance, at national, provincial and local level. Seven years down the line of our freedom, South Africa has moved from minority government at all levels, to a system where the people are governing South Africa, in every city, town and a village.

On the other hand, the very political freedom we attained in 1994 poses a new challenge to all of us. We are required to transform the South African system and society, so that all of us can share in the sweet fruits of the hard-won liberation. In this new phase of our struggle, the traditional leadership has an important role to play. As an institution that has emerged from the roots of our history, you invariably have to speak for the lives and souls of our people.

As traditional leaders you are also the custodians of culture and tradition. You should be in the forefront of defending this highest form of identity for any society. You are therefore charged with the responsibility to ensure that we fulfil our obligation of preserving our culture, norms, values and tradition. However, we should be mindful that culture like any human activity is dynamic. So, as we preserve it, we should also ensure that it comes to terms with the ever-changing conditions and needs of society. On the other hand, our intentions are to take government closer to the people and for this reason we place a

strong emphasis on efficient and effective local and district governments. The participation of traditional leaders in these structures is no way demises their status or powers. On the contrary, it provides an essential linkage to strengthen and consolidate our democratic system of co-operative governance.

It is important, therefore, that traditional leaders join hands with the democratic government structures in pursuit of a common goal.

In his address at the opening of Parliament earlier this year, President Thabo Mbeki, singled out the Sekhukhune district as one of the 13 regions in the country where the first phase of the Integrated Sustainable Rural Development Strategy is to be implemented.

This is but one example of government's commitment to rural development and the battle against poverty, illiteracy, hunger and disease. This programme opens up a wide range of opportunities for economic growth, the development of small and medium sized enterprises and the creation of employment opportunities. The provincial government is currently engaged in a number of important development projects that will directly benefit the communities in this area and improve the quality of your lives.

The new hospital at Ga-Nchabeleng is nearing completion and sections of the new Jane Furse hospital are already in operation. This is part of an ongoing programme to bring affordable and quality health care facilities within reachable distances of all South Africans.

Water is already running from the Lepelle River to certain villages and this project is currently being extended to serve even more communities. The extension of the tar road linking Mohlaletsi via Apel to the Lebowakgomo road is an essential element of our programme to provide much needed infrastructure in this district.

We want to urge you as the leaders of this district to give your fullest support to these initiatives and to ensure that your people are beneficiaries of these projects. We also call on you to support so many other programmes aimed at improving the standards of education, eliminating adult illiteracy, promoting health education and waging the battle against HIV/AIDS.

The research of the prevalence of HIV/AIDS indicates that there is a huge generation gap in South Africa today. Out of every five people who die, particularly those aged between 20 and 29, one of them is a victim of this epidemic. Many more continue to be diagnosed HIV positive. Nevertheless, you still have some people amongst us who do not take the message of abstinence, faithfulness and usage of condoms very seriously. This society has the challenge, today and in future, to produce leaders like Sekhukhune 1.

As a matter of fact, this monster called AIDS knows no status. It can attack anybody, a chief, a councillor, a Member of Parliament, an MEC, the disabled, the poor and the rich alike. We should therefore, recommit ourselves and join government in its concerted battle to defeat the scourge of HIV/AIDS.

The programme director.

On the 1st of June 2001 our Phirimiya, together with Statistics South Africa, launched the census 2001 in our Province. In the coming weeks your support will therefore be required for the 2001 national census. This exercise is very essential in that it provides the government with information regarding your particular life circumstances and related living conditions. Census outcomes fit into the planning and allocation of funds by the government. The government makes use of this vital information on plan for the future of all South Africans.

We can also use the census to monitor the progress, measure the performance and determine the impact of the programmes of government on our lives. I therefore take this opportunity to appeal to every one of you to ensure that he or she is counted. Your record will tell us what has been achieved, what still needs to be done and how to ensure delivery of more and quality services to our people. Now, as you demand from Statistics South Africa, your local authorities and leaders to be counted, you should say to them, **'Count us in, tel ons by, hi hlayeni hinkerhu, ri vhaleni rothe, rebale kamoka.'**

In conclusion, programme director; we trust that the acting Paramount Chief, 'Hlabirwa-a-Bauba' will use this important position to inspire the people of the district to strive for peace, progress and the development. This inspiration should not only be for this district, but also for all the people of the entire Limpopo Province.

I thank you.

4.8.1 Analysis of Speech 7

The “who” parameter

The writer is a member of the executive council of the Limpopo Province in the office of the Phirimiya. She is responsible for transformation, woman and children affairs, gender equity and traditional affairs. She is an experienced writer of many political texts, of which some are analysed in this study.

The “what” parameter

The writer writes this text in the official inauguration of the acting Chief of the Sekhukhune tribe. The MEC responsible for the traditional affairs is officiating in the installation of the chief and this text serve as the official inauguration speech. The writer argues in paragraph 2 that **Namuntlha i siku ro hlawuleka eka matimu ya vanhu va ka Sekhukhune, xikan'we na Xifundza xa Limpopo loko hi tsakela ku vekiwa ka Kenneth Kgagudi Sekhukhune tani hi mukhomeri wa Hosinkulu** (Today marks an important event in the distinguished history of the Sekhukhune people, and indeed of the entire Limpopo Province as we celebrate the investiture of acting Kgoshi Kenneth Kgagudi Sekhukhune as acting Paramount Chief).

The “to whom” parameter

The writer presents this text for the Sekhukhune tribe at Sekhukhune. She is officiating in the inauguration of the acting Paramount Chief to the following people as rightfully identified in paragraph 1 of the text **Eka mufambisi wa ntirho 'Mung Mabu-Hlabirwa-a-Bauba' va chaviseki swirho swa Mfumo wa Xifundza, Tikhanselara ta ndhawu ni miganga, Tihosi ta hina to hlonipheka, Varhangeri va ndhavuko vo huma etikweni hinkwaro ku katsa na Dzonga wa Afrika ni Varhangeri na vuyeni byo hlawuleka, vamanana na vatatana.** (Programme director, Mong mabu-Hlabirwa a'Bauba, the honourable members of the Provincial Executive Council, our local and district councillors, Magoshi a rena a hlomphegago, traditional leaders from other parts of the country and the Southern African region, distinguished leaders and guests, ladies and gentlemen.) These people are the group to whom the text address refers too.

The “why” parameter

Recall that the “why” parameter is exemplified by the underlying intentions or motives that may or may not be revealed by functional purpose. The writer, as the MEC responsible for

traditional affairs in the province, is faced with the problem of the recognition and functions of this institute in the democratic government of the country. She then takes up this opportunity to tell the traditional leaders present at the ceremony and also the installed acting Paramount Chief about their role. She outlines these roles in paragraph 6 **Eka xifundza xa hina ne tikweni hi lava xiyimo xa le henhla eka vurhangeri bya ndhavuko lava tiyimiseleke ku antswisa ekhonomi, niku tlakusa mahanyela ya vanhu va vona. Mfumu wo lava ntirhisano lowunene eka varhangeri va ndhavuko eku ringeteni ka wona ku antswisa vutomi bya vanhu hinkwawo.** (In this province and elsewhere in the country, we need a quality of traditional leadership that is dedicated to the economic development and social enlistment of the communities it serves. The government requires social partnership with traditional leaders in its efforts to build a better life for all.)

The “for what purpose” parameter

This parameter is concerned with the purpose of the communication between the writer and the reader. The purpose of the text was to install the acting Paramount Chief officially and the writer argues that **Ha tshemba leswaku mukhomeri wa hosinkulu, Hlabirwa-a-Bauba u ta tirhisa xiyimo xa yena ku hlohletela vanhu va ndhwawu ya yena ku lwela ku rhula, ku humelela na nhluvuko** (we trust that the acting Paramount Chief, Hlabirwa a'Bauba will use this important position to inspire the people of the district to strive for peace, progress and the development.)

The “writes” parameter

Functional sentence perspective: Informational structure

(i) Topic-comment analysis

This text exemplifies several instances where the sentence-initial expression functions as the topic of the sentence. The topic expression is sometimes complemented by a phrase or a clause that expresses the comment to it. In paragraph 2 the writer states that **Masiku mangarimangani lama hundzeke hi tsundzukile rifu ra nhenha yikulu Sekhikhune wo sungula, la feke hi ti 13 ta Mawuwana 1882.** (A few days ago we commemorated the death of the great warrior, Sekhukhune 1, who died on 13 August 1882.) The main topic of the clause is **Masiku mangarimangani lama hundzeke hi tsundzukile rifu ra nhenha yikulu Sekhikhune 1** (A few days ago we commemorated the death of the great warrior, Sekhukhune 1). The complementary clause **la feke hi ti 13 ta Mawuwana 1882** (who

died on 13 August 1882) is the comment to the main topic. Another topic-comment example is exhibited in paragraph 1 when the writer states that **Namuntla i siku ro hlawuleka eka matimu ya vanhu va ka Sekhukhune, xikan'we na Xifundza xa Limpopo loko hi tsakela ku vekiwa ka Kenneth Kgagudi Sekhukhune tani hi mukhomeri wa Hosinkulu** (Today marks an important event in the distinguished history of the Sekhukhune people, and indeed of the entire Limpopo Province as we celebrate the investiture of acting Kgoshi Kenneth Kgagudi Sekhukhune as acting Paramount Chief). The main topic of this clause is **Namuntla i siku ro hlawuleka eka matimu ya vanhu va ka Sekhukhune, xikan'we na Xifundza xa Limpopo** (Today marks an important event in the distinguished history of the Sekhukhune people, and indeed of the entire Limpopo Province). The complementary phrase **loko hi tsakela ku vekiwa ka Kenneth Kgagudi Sekhukhune tani hi mukhomeri wa Hosinkulu** (as we celebrate the investiture of acting Kgoshi Kenneth Kgagudi Sekhukhune as acting Paramount Chief) is a comment to the main topic. The topic-comment device gives the reader more information about the main topic.

(ii) Topic-continuity

Topic-continuity in the text is accomplished through the noun phrases, which receive repeated mention in the text. The writer here uses a noun phrase, which refers to leadership in different ways. Besides the word "leader" the writer uses certain words in the text, which give similar meaning to leader. These words are **nghwazi** (leader with distinguished quality); **vurhangeri** (leadership); **hosi** (chief). The word **vurhangeri bya ndhavuko** (traditional leadership) persist right through the text to emphasize the importance of this institution as exhibited by the great leader Sekhukhune I.

(iii) Topic-structure analysis

The main topic of this text is **Ntirho wa nkoka wa vurhangeri bya ndhavuko hi ku angarhela, na hi ku kongoma, wa Hosi Sekhukhune 1, eka matimu ya Afrika Dzonga** (The important role played by the traditional leaders in general and in particular that of the great Sekhukhune 1 in the history of South Africa). The main topic is supported by various sub-topics and captions, which appear in the text. This is manifested in phrases or sentences in the text such as **Masiku mangarimangani lama hundzeke hi tsundzukile rifu ra nhenha yikulu Sekhikhune** (A few days ago we commemorated the death of the

great warrior, Sekhukhune 1) The writer uses another sub-topic in this caption **Sekhukhune wo sungula ari yena nghwazi ya tipolitiki ni tinyimpi** (Sekhukhune 1 dominated the politics and military scene in the former Transvaal colony). She argues about the role of traditional leaders when she cites paragraph 4 **Muchaviseki Sefako Makgatho, hi ku landza mitirho ya Sekhukhune wo sungula u vile Presidente-Generali wa African National Congress hi 1917 aya mahlweni no lwela ntshunxeko wa ma-Afrika Dzonga hinkwavo**. (The great Sefako Makgatho emulated the example of Sekhukhune 1 when he became President-General of the African National Congress in 1917 and continued the struggle for liberation and freedom for all South Africans.) Almost all the paragraphs in this text contain information, which reinforce the idea of traditional leadership playing an important role in the history of South Africa.

(iv) Given-new Information

Consider the text as regards which information is given or already known to the reader, and which is new or unused information. The given information of this text is **Ntirho wa nkoka wa vurhangeri bya ndhanuko hi ku angarhela, na hi ku kongoma, wa Hosi Sikhikhune 1, eka matimu ya Afrika Dzonga** (The important role played by the traditional leaders in general and in particular that of the great Sekhukhune 1 in the history of South Africa). This information is given to the reader, it is this information, which attracts the reader into the text, inviting or challenging him or her to read the new information which justifies the given information in the text. The reader is directed to the new information, which will extend the given information. All the problems and solutions written in the text give further explanation to what the reader already knows. Usually most readers enjoy reading articles that present a problem. These readers are interested in the solutions to the problems. The problem in this topic is what is the role-played by the traditional leaders in the new democratic order. The solution to this problem is highlighted in paragraph 7 **Hi tlhelo rin'wana mfumo wu ti yimiserile ku va ku suhi na vanhu, hikwalaho wu tiyisile mafambisele lamanene eka mimfumo ya miganga. Ku nghenelela ka varhangeri va ndhavuko eka mifumo ya miganga a swi yisi hansi swiyimo swa vona, kambe swi ngenisa mfambelano notiyisisa xidimokrasi eka mafumelo ya tiko**. (On the other hand, our intentions are to take government closer to the people and for this reason we place a strong emphasis on efficient and effective local and district governments. The participation of traditional leaders in these structures is no way demises their status or powers. On the contrary, it provides an essential linkage to

strengthen and consolidate our democratic system of co-operative governance.) It is therefore the new information that brings about a solution to the existing problem. When one looks at this analysis, it could be argued that the writer of the text serves as the provider, or giver of information, and the reader in this regard can be viewed as the recipient of information.

(v) Theme-rheme relations

Theme-rheme relations are exemplified in a range of sentences in this text. This factor overlaps closely with the aspect on topic-comment analysis, as this is explained in the definitions of the two aspects at the beginning of this chapter. In this text, there are many examples of this device. In paragraph 1 **Masiku mangarimangani lama hundzeke hi tsundzukile rifu ra nhenha yikulu Sekhukhune wo sungula, la feke hi ti 13 ta Mawuwana 1882** (A few days ago we commemorated the death of the great warrior, Sekhukhune 1, who died on 13 August 1882), the main theme of this sentence is **Masiku mangarimangani lama hundzeke hi tsundzukile rifu ra nhenha yikulu Sekhukhune wo sungula** (A few days ago we commemorated the death of the great warrior, Sekhukhune 1) and the rheme of the sentence is **la feke hi ti 13 ta Mawuwana 1882**. (who died on 13 August 1882). The theme-rheme device assists the reader to understand more about the theme of the sentence.

(vi) Focus-presupposition relations

The text contains information that is highlighted, and information which is assumed, foregrounded or presupposed. In most cases the writer uses pronouns in this text in order to present some foregrounded information. This is evident in paragraph 8 **lexi xi ta va xikombiso** (this is but one example); paragraph 9 **lexi l xiphemu xa nxaxamelo...** (this is part of an ongoing...); paragraph 12 **leswi swi ta pfuna mfumo...** (This exercise is very essential). This information serves as the focus of the writer's argument and it is presupposed or foregrounded by what she says in earlier sentences. In the first example above the writer first states that **Eka xipichi xa Presedente Thabo Mbeki loko a pfula palamende eku sunguleni ka lembe leri, u hlawurile tiko ra ka Sekhukhune kuva rin'wana ra tindhawu ta khume-nharhu leti nga tava to sungula ku nghenelela Integrated Sustainable Rural Development Strategy. Lexi xi ta va xikombiso xa ku tiyimisela kamfumo eka nhluvukiso wa matiko xikaya** (In his address at the opening of

Parliament earlier this year, President Thabo Mbeki, singled out the Sekhukhune district as one of the 13 regions in the country where the first phase of the Integrated Sustainable Rural Development Strategy is to be implemented. This is one example of government's commitment to rural development). It is this information which was foregrounded or highlighted in the example given above.

Text cohesion

Recall that the aspect of text cohesion will be discussed by considering factors which contribute to the chronological development of the text. These factors are reference, substitution, ellipsis, conjunction, repetition, inclusion and collocation.

(a) Reference

Reference is realized in various paragraphs in this text. It is realized by the use of demonstratives in most instances. Paragraphs 2, 3, 8, 9 and 12 are examples of these references. When the writer states that **vunghwazi lebyi** (these famous military victory) she makes a reference to her earlier statements **Ku tlula makume-ntlhanu wa malembe, Sekhukhune wo sungula ari yena nghwazi ya tipolitiki ni tinyimpi eka Transvaal hinkwayo, vunghwazi bya...** (For more than half a century Sekhukhune 1 dominated the political and military scene in the former Transvaal colony. His famous military victory...). She further makes another reference in paragraph 12 **Leswi swi ta pfuna mfumo** (This exercise will assist). This aspect is referred to by the writer in paragraph 12 **Hi ti 1 ta khotavuxika Phirimiya wa hina kun'we na Statistics South Africa va simeke ku hlayiwa ka vanhu 2001 (census 2001) eka xifundza nkulu xa hina. Eka mavhiki lawa taka hi langutele ku seketeriwa eku hlayiweni ka vanhu va tiko hinkwaro. Leswi swi ta pfuna mfumo...** (On the 1st of June 2001 our Phirimiya, together with Statistics South Africa, launched the census 2001 in our Province. In the coming weeks your support will therefore be required for the 2001 national census. This exercise is very essential...). This is the information which the writer referred to in the underlined phrase. This device assists to highlight and reinforce the sentence expressing the issues referred to.

(b) Comparative cohesion and substitution

Comparative cohesion and substitution interact closely. Both comparative cohesion and substitution are used simultaneously in paragraph 2 **Ku tlula makume-ntlhanu wa**

malembe, Sekhukhune wo sungula ari yena nghwazi ya tipolitiki ni tinyimpi eka Transvaal hinkwayo (For more than half a century Sekhukhune 1 dominated the political and military scene in the former Transvaal colony). The phrase “for more than half a century, Sekhukhune 1” presents a comparison between two statements, i.e. comparing the Sekhukhune Chiefs and comparing the period of half a century without mentioning other chiefs who could not do it, i.e. substitution. The writer further employs this device in paragraph 3 **Xikarhi ka malembe ya 1877 na 1879 u hlurile hi tinyimpi tinharhu hi ku landzelelana** (Between 1877 and 1879 he inflicted three successive defeats...). This statement compares the years, and compares the number of successive defeats without mentioning the years in between and without mentioning the three defeats by names in terms of the substitution device. The device of substitution highlights the aspect which the writer wants to emphasize.

(c) Conjunctions

The writer uses the conjunction **na** (and) in the caption in paragraph 1 **Tikhanselara ta ndhawu ni miganga** (our local and district councillors) to emphasize the difference between the local councillors and district councillors. She further states that **vunghwazi bya yena byi vonakile loko a hlula 14 000 wa masocha ya mabunu** (His famous military victory at Thaba Mosega over a 14 000 strong Boer army). The conjunctive **loko** (when) introduces more information about the main clause. In paragraph 6 she states that **Hi tlhelo rin’wana hi nga vula leswaku ntshunxeko wa tipolitiki...** (On the other hand, the very political freedom...). The conjunctive **leswaku** (that) connects the two separate phrases, hence the ideas in the sentence.

(d) Demonstratives

The writer uses demonstratives frequently in order to establish nominal links or link sentence constructions in the text. The following demonstratives appear with the nouns they modify in the text: **vunghwazi lebyi** (this military victory); **nyimpi leyi** (this battle); **switlhavana leswi** (these weaponry). All these demonstratives serve the function of pointing out the nouns which the writer intends to emphasize in the discourse.

(e) Repetition

In this text, the writer uses repetitions to emphasize the outstanding leadership of the Great Chief Sekhukhune the first, and his influence over his subjects. The writer repeatedly uses the word **nghwazi ya tipolitiki** (famous military victory and political dominance). The writer attributes the defeat of 14 000 Boer army and also three British army defeats between 1877 and 1879. The writer further uses the word **vrhangeni bya ndhavuko** (traditional leadership) several times to highlight the role the institution is playing the governance of this country in the new democratic order. The repetition used in this text serves to economize the writers' statements; instead of mentioning each tribute one by one, he speaks of the leadership of the traditional leaders as an institution that should play an important role in the governance of the country as displayed by the Great Sekhukhune I.

Text coherence

Recall that the aspect of text coherence contributes to the identification of the structure of the text and its chronology. In this text the following factors will be explored: the non-linguistic bases of coherence, the discourse theme, elements of subordination and coordination and the use of inferences.

(a) Non-linguistic bases of coherence

In this regard, the reader, through his or her known writing conventions, manages to identify the structure of the text and structure its chronology. The reader of this text can follow what is expressed, due to the fact that it does not deviate from the conventions that are set for the writing of speeches to be presented to audiences of this nature. For example the texts begins with **Eka mufambisi wa ntirho, 'Mung Mabu-Hlabirwa-a-Bauba' va chaviseki swirho swa Mfumo wa Xifundza, Tikhanselara ta ndhawu ni miganga, Tihosi ta hina to hlonipheka, Varhangeri va ndhavuko vo huma etikweni hinkwaro ku katsa na Dzonga wa Afrika ni Varhangeri na vuyeni byo hlawuleka, vamanana na vatatana.** (Programme director, Mong mabu-Hlabirwa a'Bauba, the honourable members of the Provincial Executive Council, our local and district councillors, Magoshi a rena a hlomphegago, traditional leaders from other parts of the country and the Southern African region, distinguished leaders and guests, ladies and gentlemen). Below this formal greeting, paragraphs systematically follow each other, but address separate

aspects related to the previous one. All these paragraphs contribute to the overall meaning of the text by building up on what the headline states. This shall be discussed further under cognitive move-structure in this section.

(b) Relevance

If the writer succeeds to write a text chronologically, it opens the possibility for the reader to identify some links in the text, which will relate to his or her past experiences. This text is about the inauguration of the great grandson of the famous Chief Sekhukhune 1. The Sekhukhune leadership and the role in the politics of South Africa are highlighted. Some of the readers could be part of the Sekhukhune subjects or may be affected by the leadership of Chief Sefako Makgato who it is said to emulate Sekhukhune 1 by becoming President-General of the African National Congress of which is the present ruling party in South Africa where many people are members thereof. The struggle for liberation and the eradication of poverty, are relevant to many peoples in South Africa, hence its relevancy to many readers.

(c) Elements of subordination and coordination

As regards the aspect of subordination and coordination, text analysis involves the issues of comparison and restatement. The issue of comparison will first be discussed briefly as it overlaps with the aspect of comparative cohesion discussed earlier under the section of text cohesion. A prominent example of comparison is observed in paragraph 1 **Namuntlha i siku ro hlawuleka eka matimu ya vanhu va ka Sekhukhune, xikan'we na Xifundza xa Limpopo loko hi tsakela ku vekiwa ka Kenneth Kgagudi Sekhukhune tani hi mukhomeri wa Hosinkulu.** (Today marks an important event in the distinguished history of the Sekhukhune people, and indeed of the entire Limpopo Province as we celebrate the investiture of Acting Kgoshi Kenneth Kgagudi Sekhukhune as Acting Paramount Chief). We further find a contrasting statement which reads **Masiku mangarimangani lama hundzeke hi tsundzukile rifu ra nhenha yikulu Sekhukhune wo sungula, la feke hi ti 13 ta Mawuwana 1882** (A few days ago we commemorated the death of the great warrior, Sekhukhune 1, who died on 13 August 1882). The contrast above is between the commemoration of death and the inauguration of an acting paramount Chief, respectively. The writer uses this cohesion marker in order to

emphasize the difference of the two events. This feature contributes to the chronological flow of the text.

The second element of subordination and coordination is restatement. This feature overlaps closely with the feature of repetition discussed under text cohesion above. In terms of restatement, consideration is given to restated words, phrases, clauses or elements in the text and why the writer uses them. This is similar to the aspect of repetition. The following words, indicated under repetition **vunghwazi** (famous military victory); **vurhangeri bya ndhavuko** (traditional leadership), **Sekhukhune 1** have been restated in the text. The reason for this could be that the writer wants to attribute all this to Sekhukhune 1 so that the new acting Chief should emulate him also. Another important function of restatement is that it helps the text to adhere to one theme, as writers use it as a device to link different sections of the text.

(d) Use of inferences

Inferencing, which is strongly constrained by the structure of the text, plays a major role as a coherence-creating mechanism. Inferencing is required to connect new information and information already stored in the mind of the reader. In this text there are some identifiable elements of inferences which contribute to the overall sequence of the text. In paragraph 2 the writer argues that **Ku tlula makume-ntlhanu wa malembe, Sekhukhune wo sungula ari yena nghwazi ya tipolitiki ni tinyimpi eka Transvaal hinkwayo** (For more than half a century Sekhukhune 1 dominated the political and military scene in the former Transvaal colony). She continues to elaborate on Sekhukhune's outstanding leadership when she refers in paragraph 2 to **vunghwazi bya yena byi vonakile loko a hlula 14 000 wa masocha ya mabunu** (His famous military victory at Thaba Mosega over a 14 000 strong Boer army). She further refers to the army as **lava ava lwa hi swibamu na tiganuni ta matimba e Thaba Mosega**. (those who were armed with sophisticated rifles and cannons were recorded internationally). Considering the inferences above, the writer has succeeded in linking the paragraphs well, while maintaining the coherence of theme of the text throughout.

(e) Rhetorical patterns within coherence

The major rhetorical pattern identifiable in this text is the problem-solution pattern. The problem addressed in this text is that traditional leaders like Sekhukhune 1 and Sepako Makgatho were involved in the political scenario of the everyday life of their people, in other words they participated effectively, e.g. **nyimpi leyi (Sekhukhune's) yi tsariwile eka tibuku ta misava hinkwayo** (This was recorded in international publications and history books). **Muchaviseki Sefako Makgatho, hi ku landza mitirho ya Sekhukhune wo sungula u vile Presidente-Generali wa African National Congress hi 1917 aya mahlweni no lwela ntshunxeko wa ma-Afrika Dzonga hinkwavo** (The great Sefako Makgatho emulated the example of Sekhukhune 1 when he became President-General of the African National Congress in 1917 and continued the struggle for liberation and freedom for all South Africans). This is the problem that faces the traditional leadership and the writer provides the solution to this in paragraph 7 **Ku nghenelela ka varhangeri va ndhavuko eka mifumo ya miganga a swi yisi hansi swiyimo swa vona, kambe swi nghenisa mfambelano notiyisisa xidimokrasi eka mafumelo ya tiko**. (The participation of traditional leaders in these structures in no way demises their status or powers. On the contrary, it provides an essential linkage to strengthen and consolidate our democratic system of co-operative governance), representing the solution.

In this text, the rhetorical pattern of cause-effect is found in the following instances: **vunghwazi bya yena byi vonakile loko a hlula 14 000 wa masocha** (His famous military victory at Thaba Mosega over a 14 000 strong Boer army), representing the cause. **Nyimpi leyi tsariwile eka tibuku ta matimu ya misava hinkwayo** (This war is recorded in international publications and history books), representing the effect. She further illustrates this in paragraph 3 when she states that **Vurhangeri ni vutlharhi bya yena** (his leadership and his wisdom) representing the cause and **swi vile na nkucetelo lowuf kulu eka lava n'wi landzeleke** (was an inspiration to many who come after him) representing the effect.

The lexicon

Lexical choice as a reflection of communicative purpose is concerned with the choice of lexical items like verbs, nouns and sentence-initial elements, which the writer uses in the text in order to achieve a specific communicative purpose.

(i) Choice of sentence-initial elements

The choice of sentence-initial elements contributes to the interaction between the reader and the writer. Once the reader views the elements in the initial position of the sentence, he or she automatically builds a mental model about what the writer will talk about in the text. For example when the writer begins his sentence in this way **Namuntlha i siku ro hlawuleka eka matimu ya vanhu va ka Sekhukhune...** (Today marks an important event in the distinguished history of the Sekhukhune people...). This initial sentence creates positive things in the mind of the reader in terms of what is going to follow next. She further states that **Vunghwazi lebyi byi vonakile...** (This famous military victory...) this initial statement prepares the reader to expect to hear more about these attributes. The writer uses these statements with the aim of encouraging the reader to read further about what follows on the initial sentence. Hence, the manner in which the writer begins the sentences contributes well to acceptable conventions of text constructions, as well as to the reader's understanding of the text.

(ii) Choice of lexical items and phrases

Each writer has his or her own peculiar choice of certain lexical items for a particular effect. The writer uses the following statement in paragraph 4 **Ti'archives" ta hina ti ti tele hi mahungu ya vunghwazi bya hosi Sekhukhune.** (our archives are full of his heroic tales). This statement is figuratively used to emphasize the long history of this leader of outstanding qualities which are recorded in our national archives together with other historical documents. The writer further states that Sekhukhune was defeated only because of being out-numbered by the British. In paragraph 3 she states **swithavana leswi aswi kongomiseriwe yena ni tinhenha ta yena** (weaponry pitted against him and his brave warriors). This statement creates the impression in the mind of the reader that this leader with outstanding and that his brave warriors could not stand "the huge number of the soldiers with sophisticated weaponry". The writer's choice of words invites the reader to share in his/her experiences of the situation under discussion.

(iii) Cognitive move-structure

The writer uses certain structural moves in order to achieve her communicative purposes. In the text genre under discussion, a number of moves can be established by examining the discourse of this text.

Move 1: Greetings and acknowledgement

Sub-move 1(a): Greetings: The writer begins her text by greeting the distinguished audience according to their portfolios in paragraph 1 **Eka mufambisi wa ntirho 'Mung Mabu-Hlabirwa-a-Bauba' va chaviseki swirho swa Mfumo wa Xifundza, Tikhanselara ta ndhawu ni miganga, ..., Varhangeri va ndhavuko vo huma etikweni hinkwaro ku katsa na Dzonga wa Afrika ni Varhangeri na vuyeni byo hlawuleka...** (Programme director, Mong mabu-Hlabirwa a'Bauba, the honourable members of the Provincial Executive Council, our local and district councillors, ..., distinguished leaders and guests, ladies and gentlemen.).

Sub-move 1(b) Acknowledgement: The writer acknowledges the important events in the history of the Sekhukhune tribe by citing two events one current and the other is the annual event. The writer states in paragraph 1 **Namuntla i siku ro hlawuleka eka matimu ya vanhu va ka Sekhukhune, xikan'we na Xifundza xa Limpopo loko hi tsakela ku vekiwa ka Kenneth Kgagudi Sekhukhune tani hi mukhomeri wa Hosinkulu** (Today marks an important event in the distinguished history of the Sekhukhune people, and indeed of the entire Limpopo Province as we celebrate the investiture of Acting Kgoshi Kenneth Kgagudi Sekhukhune as Acting Paramount Chief). The writer further acknowledges another important event by citing paragraph 1 **Masiku mangarimangani lama hundzeke hi tsundzukile rifu ra nhenha yikulu Sekhikhune wo sungula, la feke hi ti 13 ta Mawuwana 1882** (A few days ago we commemorated the death of the great warrior, Sekhukhune 1, who died on 13 August 1882.).

Move 2: A brief history of the outstanding leadership of some of the Bapedi chiefs. The writer gives a brief history of the achievements by the Bapedi chiefs and among others she cites in paragraph 1 **Sekhukhune wo sungula ari yena nghwazi ya tipolitiki ni tinyimpi eka Transvaal hinkwayo, vunghwazi bya yena byi vonakile loko a hlula 14 000 wa masocha ya mabunu lava ava lwa hi swibamu na tiganuni ta matimba e Thaba Mosega.** (Sekhukhune 1 dominated the political and military scene in the former Transvaal colony. His famous military victory at Thaba Mosega over a 14 000 strong Boer army armed with sophisticated rifles and cannons was recorded). The writer further cites another Pedi chief's outstanding leadership quality in paragraph 3 **Muchaviseki Sefako Makgatho, hi ku landza mitirho ya Sekhukhune wo sungula u vile Presidente-Generali wa African National Congress hi 1917 aya mahlweni no lwela ntshunxeko wa ma-Afrika Dzonga hinkwavo** (The great Sefako Makgatho emulated the example of Sekhukhune 1 when he became President-General of the African National Congress in 1917 and continued the struggle for liberation and freedom for all South Africans.)

Move 3: The role of the traditional leaders in government.

Sub-move 3 (a): The role of traditional leaders in general in government: The writer states that **Vurhangeri bya ndhavuko a byi hambanyiseki na mafumelo ya xidimokrasi, ngopfu-ngopfu eka xifundza xa Limpopo, ngopfu-ngopfu mi yimela rifuwo ni ndhavuko, ni namuntlha mi nyika rito na swikongomela swa vanhu lava miva yimelaka.** (The institution of traditional leadership is an indispensable element of the democratic system, particularly in the Limpopo Province. To a large degree you represent generations of culture and traditions, and to this day you give voice to the ideals and aspirations of the communities that you represent.)

Sub-move 3(b): The role of traditional leaders in the democratic governance: The writer cites the roles played or expected to be played by the traditional leaders as she cites paragraph 9 when she states that **Ku nghenelela ka varhangeri va ndhavuko eka mifumo ya miganga a swi yisi hansi swiyimo swa vona, kambe swi ngenisa mfambelano notiyisisa xidimokrasi eka mafumelo ya tiko.** (The participation of traditional leaders in these structures is no way demises their status or powers. On the contrary, it provides an essential linkage to

strengthen and consolidate our democratic system of co-operative governance.)

Move 4: Closing remarks: The writer directs her wishes and aspirations to the newly inaugurated chief by stating that **Ha tshemba leswaku mukhomeri wa hosinkulu, Hlabirwa-a-Bauba u ta tirhisa xiyimo xa yena ku hlohletela vanhu va ndhwawu ya yena ku lwela ku rhula, ku humelela na nhluvuko.** (we trust that the acting Paramount Chief, Hlabirwa-a-Bauba will use this important position to inspire the people of the district to strive for peace, progress and the development).

The above move structures are related to each other and contribute to a chronology that the reader will follow in terms of sequence, especially since the different moves focus on one theme.

4.9 SPEECH 8: MBULAVULO WA MANANA CATHERINE MABUZA, MEC E HOFISINI YA PHIRIMIYA WA XIFUNDZA XA LIMPOPO EKA VHIKI RA NHLANGANO LOWU NGA ENDLIKI PROFIT (NGO)

2. Polokwane, 23-26 Ndzati 1999
3. Mufambisi wa ntirho/mukhomi wa tomu, vuendzi lebyi hlawulekeke, vaswirhundzu ni va matlhari.
4. Hakunene I ntsako ni ku xiximeka eka hina ku amukela vurhumiwa hinkwabyo eka nhlangano wo ka wu nga endli profiti wa lembe wa vhiki exivindzini xa xifundza xa Limpopo. A hi le ku tipfinyingeni hi migingiriko leyi endliwaka hi minhlango leyi nga riki ya mfumo eka ku hluvukisa ni ku kurisa miganga, ngopfu eka xifundza xa matiko-xikaya xo fana na xa hina.
5. Mfumo wa xifundza xa Limpopo wu tivekele swikongomelo swo hlayanyana leswi wu lavaka ku swi fikelela eka malembe ya ntlhanu lama taka. Hi lava ku tumbuluxa xifundza lexi nga na ku rhula eka xona n'wini. Lexi nyanyulaka, lexi kulaka, lexi tikotaka naswona ku ya emahlweni xi nga xipfuneti-nkulu eka rifuwo ra tiko.

6. Leswi a hi swikongomelo leswi nga fikeleriwa namuntlha, kumbe kungu leri nga susumetaka hi mfumo wu ri woxe. Ku va hi va xifundza lexi humelelaka hi fanele ku va na vuxaka exikarhi ka mfumo ni mabindzu lama ya nga riki ya mfumo ni vaaki va xifundza xa Limpopo.
7. Eka mhaka leyi hi vona hi xandla xa nkoka lexi hoxiwaka hi minhlangano leyi nga endliki profiti (NGO) eka ikhonomi ni le kuhluvukiseni ka vutomi bya vanhu va ka hina. Ha swi vona swirhalanganyi leswi sweswi swi nga le ku humeleleni ka minhlangano leyi nga endliki profit (NGO) eku kumeni ka timali ni ku endla leswaku minhlangano leyi yi famba kahle. Hi tshemba leswaku mi ta tirhisa khomferense leyi eku endla vulavisisi lebyi enteke ku kuma xintshunxo xa xiphiqo lexi.
8. Mihlawurile tani hi nhloko mhaka ya khomference: "Ku aka matimba ya vanhu ku susa vusweti". Exivindzini xa mhaka leyi I ku kota ku vona nkoka wo nyika vaaki (miganga) matimba yo tipfuna. Ku xidingo xa xihatla xo tumbuluxa vuxaka bya matimba exikarhi ka mfumo, mabindzu, vatirhi, vaaka tiko, ni miganga yo kuma swintshunxo eka xiphiqo xa vusweti hi ndlela leyi kunguhatiweke no tikota.
9. Eka mavhiki lama hundzeke mfumo wa xifundza wu rhambile tinhlengeletano swin'we ni hinkwavo va nkoka lava nga ni ku averiwa eka xifundza hi xikhongomelo xo fikelela ntwanano lowu amukelekaka wo yisa emahlweni. Hi vulavurile / burile ni mabindzu lamakulu, tikereke, swidyondzeki ni mihlangano ya vatirhi.
10. Eku sunguleni ka mhaka leyi hi kume mhaka ya leswaku xifundza lexi xi humelerise xi-hlawulekisi xo hlawuleka xo tirhisa makungu lama humelelaka yo hluvukisa miganga. Eka malembe nyana lama hundzeke vanhu va xifundza (xifundza xa Limpopo) va hlurile eka mimpikizano yo hlayanyana ya tiko ya vaaki va miganga ni van'wanamabindzu lavantshwa. Eka hina I xikombiso xa moya wo tsakisa wo tinyiketa ni vutirheli lebyi lavaka ku kondleteriwa no hlayisiwa.
11. N'wheti leyi hundzeke, hi rhambile vayimeri lava humaka eka makungu lama ya miganga eka nhlengeletano yo hlawuleka laha hi nga va yingisela ku humelela ka vona, hambi ku ri ku tsandzeka ka vona. Hi rhambile na van'wabindzu, hi ringetile ku vumba vuxaka exikarhi ka makungu yo hlula ku pfuna makungu lama hluleka ka hi timali ni switsundzuxo swa vufambisi. A hi na ku kanakana leswaku hi byarile

mbewu nkarhinyana leyi nga ta kula yi pfuna ku hluvukisa vanhu va xifundza ku fikelela eka vuswikoti bya le henhla.

12. Mufambisi wa ntirho
13. Tinhlayo ta sweswi to hlaya vanhu ti hi tisela xiyimo xa vusiwana ni ku tsoniwa / ku pfumala exikarhi ka mindzilikano ya xifundza xa hina. Xi hi byela xitori xa khale swinene xo rivariwa no tekeriwa ehansi hi mfumo wa xihlawuhlawu. Yi hi nyika xivumbeko xo pfumala-nhluvuko ka matiko-xikaya ni swiphiqo swa wona swo pfumala mintirho, mavabyi, ku pfumala dyondzo ni dlala, mhaka leyi yi tiyisisiwe hi nhlango lowu vuriwaka "National Poverty Hearings" lowu nga va kona eka xifundza xa hina. Hi nge swikoti ku tiyisela xiyimo xo fana ni xexo. Swi le makungwini ya tiko hinkwaro ku nga ri xifundza xa Limpopo ku lava swintshunxo eka swipiqo swa vusiwana bya matiko-xikaya no teka magoza yo byi lawula. Loko hina hi tsandzeka ku swi lulamisa eka xifundza lexi, swi ta ya hi swintsongo-ntsongo swi tlulela ehandle eka switiko swa vaakelani va hina lava nga le ku humeleleni.
14. Swi le rivaleni leswaku swintshunxo leswi swi fanele ku kumeka eka makungu lamahlanganyisiweke laha swiyenge hinkwaswo swa mfumo swi tshamaka swin'we ni van'wabindzu ni vaaka-tiko ku humelerisa no tirhisa makungu lama nga ta ololoxa mhaka leyi. Tiko hinkwaro ri fanele ku khenseka eka swipiqo leswi karhataka swifundza swa matiko xikaya.
15. Kambe ku na ku tshemba loku nga na xivangelo xaku cinca ka xiyimo lexi Evulavisisi lebyi bya ha ku endliwaka hi phepha hungu ni nhlango wa vulavisi si lowu wu tiyimelaka ni leswaku vanhu va xifundza lexi va enrisiweke ngopfu hi xiyimo lexi va hanyaka eka xona no va va ri ni ku tshemba ka ku cinca ka vutomi bya vona. Handle ka swipiqo leswi hi swi kumeke eka mimfumo ya tindhawu vanhu va Limpopo va ni ku tshemba no tiyimisela evuton'wini bya vona.
16. Xifundza xa hina xi katekisiwe hi ntolovelu wa miganga yo kota ku tihlayisa no humelela eswiyin'weni leswo tika swinene, vanhu vaka hina va tele ndzhavuko wo chivirika, vanhu vo olova, vanhu lava talaka ku va ni miehleko leyintshwa, Hanbi minkarhi ya xihlawuhlawu ni ntshikelelo hambi mikarhi yo leha ya dyandza, mashelo

layo biha a ya swikotanga ku herisa moya wa ku tshemba ka ku cinca ni ku pfumela eka mikarhi leyi taka.

17. Ntlhontlho lowu hi yimeleke eka mfumo na n'wina lava nga lemahlweni ka vaaka tiko I ku hi nga kondleterisa ku yini matimba lama ni ku tshemba ka ku cinca ku aka matimba/vuswikoti bya vanhu byo herisa vusweti.
18. Mufambisi wa ntirho: Ku fikelela eka leswi ku ta lava miehleketo leyi tlhariheke no lulamisa maendlelo ni matirhelo. Hi fanele mikarhi hinkwayo hi kambela miehleketo ya hina ni tindlela ta matirhelo. Hi fanele hi languta tindlela tintshwa ta maehleketelelo, tindlela tintshwa ta maedlelo ya swilo ni tindlela tinshwa to pima mbuyelo.
19. Eka xiyenge xa dyondzo hi fanele ku cinca matirhelo ya hina ku fikela swilaveko swa tiko leri nga le ku hundzukeni hi xihatla. Hi fanele hi tumbuluxa rixaka ra vatholi va mintirho ku nga ri va thoriwa.

Hi fanele hi tumbuluxa rixaka ra vaendli va mintirho ku nga ri valavi va mintirho. Swi lava hi ehleketa hi vuntshwa hi nkoka wa dyondzo leyi tengeke hi cinca mavonelo ya hina ya ya eka maedlelo lama khomaka lama nga ta humesa vantshwa vavanuna ni vavasati lava nga ta sungula mabindzu ya vona va tumbuluxa mintirho yo tala. Miganga hinkwayo yi fanele ku lava matirhelo lama tumbuluxaka / tirhaka ku endla mali ku tirhisa etshaku leri nga tirhisiwaka loko ku lombiwa mali ni tinyiko leti va tikumaka. Eka xifindza xa hina ku na swikombelo swo hlayanyana leswinene swa hi laha mintirho ya nhlengelo yi tisaka vuyelo lebyinene ha kona.

20. Hi nkarhi lowu taka tibangi na tona ti fanele ku huma etindleleni ta tona ku xopaxopa swikombelo leswi faneleke no pfuna hi timali eku sunguleni ka makungu. Mhaka leyi a yo fanela ku tshikeriwa tona ntsena kambe yi fanele ku seketeriwa no hlayisiwa hi kungu leri yisaka emahlweni ro letela no hluvukisa.
21. Eka tiko leri ri hluvukaka ro fana nira Philippines ku tlula makumembirhi-mbirhi wa mamiliyoni wa vanhu va kume ku pfuneka eka swikimi swo lombisa leswintsongo leswi kumekaka hi minhlengano yo lombisa timali. Ku tlula mamiliyoni mambirhi na

In this regard we are conscious of the important role played by NGO's in the economic and social development of our people. We are keenly aware of the problems currently being experienced by the NGO sector in obtaining finance and keeping organisations running. We trust that you will use this conference to search for innovative solutions to this problem.

You have chosen as your theme for this conference: "Building People's Power for Poverty Eradication". Central to this is the recognition of the importance of empowering communities to help themselves. There is an urgent need to create strategic partnerships between the state, business, labour, civil society and communities themselves to address the problem of poverty in a planned and sustainable manner.

In recent weeks the provincial government has convened a number of meetings with important stakeholders in the province in an attempt to reach a broad consensus on the way forward. We spoke to organised business, to church and moral leaders, to academics and to unions.

Early on this process we recognized the fact that this province has developed an enviable reputation for the successful implementation of community based development programmes. During the past few years' people of the Great North have won a significant number of national awards as community builders and innovative entrepreneurship. To us this is an indication of a vibrant spirit of dedication and service that needs to be nurtured and sustained.

Last month, we invited representatives from these community projects to a special meeting where we listened to them and learned from their experiences, their successes and their failures. We also invited the business community and tried to establish linkages and twinning-programs to help worthy projects with financial and management advice. We are confident that we have shown the seeds for a movement that can grow and help to develop the people of the province to their maximum potential.

Programme director,

The recent Census figures have brought home to all of us the extent of poverty and deprivation within the boundaries of our province. It tells a sad story of decades of neglect and marginalisation by apartheid system. It paints a picture of rural underdevelopment with its accompanying ills of unemployment, disease, illiteracy and hunger. This was

reinforced by the National Poverty Hearings, which also held some of its meetings in our province.

Clearly we cannot tolerate such a situation. Clearly it is in the interest of the entire country, not just the Limpopo Province, to seek solutions to the problem of rural poverty and to take steps to bring it under control. If we fail to address it within this province it will eventually merely spill across our borders into the backyards of our more affluent neighbours.

It is thus obvious that the solution should be found in an integrate strategy where all spheres of government sit together with business and civil society to develop plans and implement programmes that can address the issue. The entire country must be concerned about the problems experienced by rural provinces.

There is, however, also some cause for optimism. A recent national survey conducted by a newspaper group and an independent research organisation has shown that the people of the Limpopo Province are the most satisfied with their living conditions and the most optimistic about their future. Despite the problems that we inherited from the Bantustan system the people of the North are confident and upbeat their future.

Our province is blessed with a unique tradition of communities being able to sustain themselves and to flourish despite adverse conditions. Our people are filled with an ethos of hard work, ingenuity and innovative thinking. Neither decades of discrimination and marginalisation nor lengthy periods of drought and adverse weather conditions could destroy this spirit of optimism and belief in the future.

The challenge waiting upon us in government and you in the front-line of civil society is how to mobilise this energy and this optimism to build people's power for poverty eradication.

Programme director,

To achieve this we will require innovative thinking and a thorough re-appraisal of current practices and procedures. We must constantly re-examine our attitudes and methods. We must look for new ways of thinking, new ways of doing things and new ways of measuring results.

In the field of education we must transform our system to meet the needs of a rapidly changing society. We need to produce a generation of job creators rather than job seekers. We need to rethink the value of pure academic education and switch our focus towards a practical system that produce young men and women that can start their own businesses and create more jobs.

Communities must look at creative methods to generate funds to use as collateral for loans and grants. Within our province there are a number of excellent examples of how collective efforts have lead to growing results.

At the same time the banking sector should go out of its way to consider worthy applicants and to assist in the initial funding of projects. Such initiatives should not be left on their own but be supported and sustained through and ongoing process of training and development.

In a developing country such as the Philippines more that 22 million people have benefited from small-scale loans obtained through the micro-lending industry. More than 2.5 billion dollars have loaned to emerging entrepreneurs, mostly rural women, who could not obtain loans from commercial banks. Clearly we in South Africa can learn from this experience.

Programme director,

The NGO sector has played an invaluable role in the development of communities and the combating of social ills such as poverty, illiteracy and disease. We want to use this opportunity to pay tribute to your dedication and your leadership role in mobilizing communities to face the future with courage and optimism.

We trust this conference will continue this proud tradition and we wish you all the best in your deliberations.

I thank you.

emahlweni xi nga xipfuneti-nkulu eka rifuwo ra tiko. (The Limpopo Province government has set for itself a number of goals to be achieved during the next five years. We want to create a province that is at peace with itself. That is vibrant, dynamic, self-sustaining and, eventually, a major contributor to the national wealth). It is evident that the writer wanted the conference to realise that the government is also committed to create wealth for the betterment of the province just as they are also committed to do so.

The “for what purpose” parameter

This parameter relates to communicating the purpose of the writing. The purpose of the text was to officially open the week-long conference and encourage the delegates to continue with the good work they are doing. Paragraph 22 **Minhlangano leyi nga riki ya mfumo yi hoxe xandla xikulu ku pfuna ku hluvukisa miganga no lwa ni swirhalanganya swa vutomi bya miganga swo fana ni vusiwana/vusweti, ku pfumala dyondzo ni mavabyi. Hi rhandza ku tirhisa nkarhi lowu ku mi hluvulela xidloko eka ku tiyimisela ka n’wina ni vurhangeri bya n’wina eku khutazeni ka miganga ku langutanana ni vumundzuku hi xivindzi ni ku tshemba.** (The NGO sector has played an invaluable role in the development of communities and the combating of social ills such as poverty, illiteracy and disease. We want to use this opportunity to pay tribute to your dedication and your leadership role in mobilizing communities to face the future with courage and optimism). This sentence exemplifies the purpose of the text to the reader.

The “writes” parameter

Functional sentence perspective: Informational structure

(i) Topic-comment analysis

The topic expression is sometimes complemented by a phrase or a clause that expresses the comment to it. In paragraph 4, an example of a topic-comment relation occurs: **A hi le ku tipfinyingeni hi migingiriko leyi endliwaka hi minhlangano leyi nga riki ya mfumo eka ku hluvukisa ni ku kurisa miganga** (We are keenly aware of the invaluable role played by non-governmental organizations in the development and growth of communities). The topic of this sentence is **A hi le ku tipfinyingeni hi migingiriko leyi endliwaka hi minhlangano leyi nga riki ya mfumo** (We are keenly aware of the invaluable role played by non-governmental organizations) and its complement clause serves as a comment on how this non-governmental organization develops the

communities. In the following sentence in paragraph 6 **Ku va hi va xifundza lexi humelelaka hi fanele ku va na vuxaka exikarhi ka mfumo ni mabindzu lama ya nga riki ya mfumo** (To become a winning province we need an active partnership between Government and the private sector). In this sentence the phrase **Ku va hi va xifundza lexi humelelaka** (to become a winning province) is the topic of the sentence while **hi fanele ku va na vuxaka exikarhi ka mfumo ni mabindzu lama ya nga riki ya mfumo** (we need an active partnership between Government and the private sector) is a comment to the topic.

(ii) Topic-continuity

Topic-continuity in the text is accomplished through noun phrases, which receives repeated mention in the text. The following paragraph 4 **Hi lava ku tumbuluxa xifundza lexi nyanyulaka, lexi kulaka, lexi tikotaka naswona ku ya emahlweni xi nga xipfuneti-nkulu eka rifuwo ra tiko**. (We want to create a province that is at peace with itself. That is vibrant, dynamic, self-sustaining and, eventually, a major contributor to the national wealth.). Words such as **nyanyulaka** (vibrant), **kullaka** (dynamic); **xipfuneti-nkulu eka rifuwo ra tiko** (major contributor to the national wealth) refer to the development and growth of communities, which is the main topic of the text. This highlights the theme of the text to the reader.

(iii) Topic-structure analysis

The main topic of this text is **migingiriko leyi endliwaka hi minhlangano leyi nga riki ya mfumo eka ku hluvukisa ni ku kurisa miganga** (The invaluable role played by the non-governmental organization in the development and growth of communities). This main topic is supported by various sub-topics and captions, which appear in the text. This is manifested in phrases or sentences in the text such as, for example in paragraph 7 **xandla xa nkoka lexi hoxiwaka hi minhlangano leyi nga endliki profiti (NGO) eka ikhonomi ni le kuhluvukiseni ka vutomi bya vanhu** (The important role played by NGO's in the economic and social development of our people). We further find expressions which support the topic as in paragraph 8 **Ku aka matimba ya, vanhu ku susa vusweti** (Building people's power for poverty eradication). The topic-structure aspect of the text is effectively executed.

(iv) Given-new Information

In the text, some information is given, or already known to the reader, and some is new information. The main topic of this text is in paragraph 4 **migingiriko leyi endliwaka hi minhlango leyi nga riki ya mfumo eka ku hlukisa ni ku kurisa miganga** (The invaluable role played by the non-governmental organization in the development and growth of communities). This sentence represents given information, it attracts the reader to the text, and it challenges him/her to read the new information which justifies the given information in the text. The mind of the reader is directed to the new information which will support the given information. The problems and solutions written about in the text give a further explanation to what the reader already knows. Readers are interested in the solutions to this problem. The problem which challenges the non-governmental organization is highlighted in paragraph 7 **Ha swi vona swirhalanganyi leswi sweswi swi nga le ku humeleleni ka minhlango leyi nga endliki profit (NGO) eku kumeni ka timali ni ku endla leswaku minhlango leyi yi famba kahle** (We are keenly aware of the problems currently being experienced by the NGO sector in obtaining finance and keeping organisations running). The solution to this problem is given by the writer in paragraph 7 **Hi tshemba leswaku mi ta tirhisa khomferense leyi eku endla vulavisisi lebyi enteke ku kuma xintshunxo xa xiphiko lexi**. (We trust that you will use this conference to search for innovative solutions to this problem.) It is the new information which brings about a solution to the existing problem, as highlighted in the given information. When one considers the analysis above, it could be argued that the writer of the text serves as the provider, or giver of information and the reader in this regard can be viewed as the recipient of the information.

(v) Theme-rheme relations

Theme-rheme relations are exemplified in a range of sentences in this text. Recall that this factor overlaps closely with the one on topic-comment analysis, so this is explained in the definitions of these two aspects at the beginning of this chapter. An example of theme-rheme is found in paragraph 5 **Hi lava ku tumbuluxa xifundza lexi nga na ku rhula eka xona n'wini** (We want to create a province that is at peace with itself). In this sentence the latter clause **lexi nga na ku rhula eka xona n'wini** serves as the rheme of the sentence. On the other hand, the point of departure here is **Hi lava ku tumbuluxa xifundza** (We want to create a province). In other words the clause **lexi nga na ku rhula**

eka xona n'wini (that is at peace with itself) serves to move away from the writers starting point which is **Hi lava ku tumbuluxa xifundza** (We want to create a province). Another example of theme-rheme is found in paragraph 22 **Hi rhandza ku tirhisa nkarhi lowu ku mi hluvulela xidloko** (we want to use this opportunity to pay tribute to your dedication). The theme of the sentence, the starting point is **Hi rhandza ku tirhisa nkarhi lowu** (we want to use this opportunity) and the complementary clause **ku mi hluvulela xidloko** (to pay tribute to your dedication) is the theme.

(vi) Focus-presupposition relations

In the text, some information is highlighted, and some information is assumed, foregrounded or presupposed. In the following example from the text, the writer makes use of a pronoun in order to present some foregrounded information. In paragraph 6 the writer states that **Leswi a hi swikongomelo leswi nga fikeleriwa namuntlha...** (These are not the objectives that can be achieved today). This information serves as the focus of the writers' argument, and it is presupposed or foregrounded by what she said in the earlier statement: **Hi lava ku tumbuluxa xifundza lexi nga na ku rhula eka xona n'wini. Lexi nyanyulaka, lexi kulaka, lexi tikotaka naswona ku ya emahlweni xi nga xipfuneti-nkulu eka rifuwo ra tiko.** (We want to create a province that is at peace with itself. That is vibrant, dynamic, self-sustaining and, eventually, a major contributor to the national wealth.). In paragraph 13 the writer uses a noun phrase **Hi nge swikoti ku tiyisela xiyimo xo fana ni xexo** (clearly we cannot tolerate such a situation). This statement serves as the information which foregrounds the next argument **Yi hi nyika xivumbeko xo pfumala nhluvuko eka matiko xikaya ni swiphiqo swa wona swo pfumala mitirho, mavaboyi, ku pfumala dyondzo ni ndlala** (It paints a picture of rural underdevelopment with its accompanying ills of unemployment, disease, illiteracy and hunger). This device reinforces the theme of the text to the reader.

Text cohesion

The reader will recall that this aspect is explored by considering factors which contribute to the chronological nature of the text. These factors are reference, substitution, ellipsis, conjunction, repetition, inclusion and collocation.

(a) Reference

In the text under discussion, reference is exemplified in paragraph 7 **Eka mhaka leyi** (In this regard). It refers to the sentence mentioned earlier in paragraph 6 **Ku va hi va xifundza lexi humelelaka hi fanele ku va na vuxaka exikarhi ka mfumo ni mabindzu lama ya nga riki ya mfumo ni vaaki va xifundza xa Limpopo**. (To become a winning province we need an active partnership between government, the private sector, civil society and the people of the province themselves). The reference marker **Eka mhaka leyi** (In this regard) is used to refer to what the government must do. Another example of reference is exhibited by the phrase in paragraph 7 **Ha swi vona swirhalanganyi leswi sweswi swi nga le ku humeleleni** (we are keenly aware of the problems currently being experienced). The writer makes reference to the problems which she has listed in paragraph 7 **eku kumeni ka timali ni ku endla leswaku minhlangotho leyi yi famba kahle** (The problem of the NGO sector obtaining finance and keeping organisations running). This device assists the writer in economical use of sentences, instead of repeating sentences unnecessarily.

(b) Comparative cohesion and substitution

Comparative cohesion and substitution interact closely. Both comparative cohesion and substitution are used simultaneously in paragraph 3 **vuendzi lebyi hlawulekeke** (distinguished guests). The writer does not want to mention names of dignitaries of the day, but he uses the expression distinguished guests' as a cohesive marker. These words has also used to express comparison of different people in the conference. The writer further uses the cohesive device marker in paragraph 13 **vusiwana bya matiko-xikaya** (rural poverty). The writer does not want to mention names of places and also whether it is town, urban or semi-urban, developed or semi-developed. She uses the expression **vusiwana bya matiko-xikaya** (rural poverty). This device helps the writer to be concise and to the point.

(c) Conjunctions

The conjunction **na** (and) is used in the following sentence to emphasize the difference in sex, paragraph 1 **Vaswirhundzu na vamathlhari** (ladies and gentlemen). The writer uses the conjunction **kumbe** (nor) in paragraph 6 **Leswi a hi swikongomelo leswi nga**

fikeleriwa namuntlha, kumbe kungu leri nga susumetaka hi mfumo wu ri woxe (These are not goals that can be achieved overnight, nor can the process be diver by the government alone) to connect the two statements that complement each other. She further uses the device **tan hi** (as) as an emphasis marker in the following statement in paragraph 8 **Mihlawurile tani hi nhloko mhaka ya khomference: “Ku aka matimba ya vanhu ku susa vusweti”** (You have chosen as your theme for this conference: “Building People’s Power for Poverty Eradication”) These conjunctions are used to connect complement sentences.

(d) Demonstratives

The writer uses demonstratives frequently in order to establish nominal links or link sentence constructions in the text. The following demonstratives appears with the nouns they modify in the text: **mhaka leyi** (this issue); **xifundza lexi** (this province); **ntlhontlho lowu** (this problem). They all appear with the nouns they modify and also serve the function of pointing the nouns which the writer intends to emphasize in the discourse. A few other examples of demonstratives like **nkharhi lowu** (this time); **tiko leri** (this country); **ntolovelolo lowu** (this tradition) are also appearing in the text for the fulfilling the writer’s aim of nominal emphasis.

(e) Repetition

In the text under discussion the writer repeatedly uses the following words in almost all the paragraphs **Xifundza xa Limpopo** (The Limpopo Province); **xifundza** (The province); **Mfumo wa xifundza xa Limpopo** (The government of the Limpopo Province); **matiko-xikaya** (rural community); **ku hluvukisa** (development); **minhlangano leyi yi nga riki ya mfumo** (non-governmental organizations). The writer uses these words in order to emphasize them since they are the carry the theme of this text. These words are also be used in a sentence to produce the theme of the text **minhlangano leyi yi nga riki ya mfumo yi pfunana na mfumo wa xifundza xa Limpopo ku hluvukisa, ngopfu-ngopfu ematiko-xikaya** (non-governmental organizations are in partnership with the Limpopo Province Government to develop the province particularly the rural community).

Text coherence

Recall that the aspect of text coherence contributes to the identification of the structure of the text and its chronology. In this text the following factors will be explored: the non-linguistic bases of coherence, the discourse theme, elements of subordination and coordination and the use of inferences.

(a) Non-linguistic bases of coherence

In this regard, the reader, through his/her known writing conventions, manages to understand and identify the structure of the text and its chronology. The reader of this text can easily follow what is written in it, due to the fact that it does not deviate from the conventions that are set for a speech to be delivered by a politician. For example, this speech begins with the heading of the **when, where, dates, who, rank, title**, then followed greetings of the audience according to their status. After the greetings, the reader can already see well-structured paragraphs. Each paragraph discusses a separate aspect but is related to the first one, and contains sentences but linked by conjunctives or other devices which makes the text to form a unit, i.e. all these paragraphs contribute to the overall meaning of the text by building upon what the headline says. More about this shall be discussed in detail under cognitive move-structure.

(b) Relevance

When the writer succeeds to write a text chronologically, it opens the possibility for the reader to identify some links in the text, which will relate to his or her past experiences. This text is about the role of the non-governmental organization in the Limpopo Province with special reference to the development of the rural community. Non-governmental organizations are all over the entire country, so anybody can belong to any one of them. They are found in different fields, e.g. education, business, health, justice, safety and security, etc. The developmental role played by the NGO's is found in all communities in the whole of South Africa. Rural development can also be read, seen, heard and affect an individual, hence the relevance of this text. A reader who is familiar with development made by an NGO which is highlighted in the text, will read this text with much interest and enthusiasm. The reader can also develop a critique from this text after reading it.

(c) Elements of subordination and coordination

As regards the aspect of subordination and coordination, text analysis involves the issues of comparison and restatement. The issue of comparison will be discussed briefly as it overlaps with the aspect of comparative cohesion discussed earlier under the section of text cohesion. One prominent example of comparison is found in paragraph 15 where the writer states that **Handle ka swipiqo leswi hi swi kumeke eka mimfumo ya tindhawu vanhu va Limpopo va ni ku tshemba no tiyimisela evuton'wini bya vona**. (Despite the problems that we inherited from the Bantustan system the people of the Limpopo are confident and upbeat their future). We see two different scenarios about the same people. One is a mystery, poverty-stricken, illiterate people under the Apartheid Government and later we see the same group under the new government. They are confident and upbeat about their future, a significant contrast. We further see this contrast in paragraph 16 **Xifundza xa hina xi katekisiwe hi ntolovelo wa miganga yo kota ku tihlayisa no humelela eswiyin'weni leswo tika swinene** (Our province is blessed with a unique tradition of communities being able to sustain themselves and to flourish despite adverse conditions). The writer uses this cohesion marker throughout the text in order to emphasize the differences in the lives of the people of the Limpopo Province. This feature therefore contributes to the chronological flow of the text.

The second element of subordination and coordination is restatement. This feature overlaps closely with the feature of repetition discussed under the text cohesion above. In terms of restatement consideration is given to restated words, phrases, clauses, or elements in the text and why the writer uses them. This happens to be the similar situation with the aspect of repetition. For example, the following expressions, as also indicated under repetition, **Xihlawu-hlawu** (apartheid); **hluvukisa** (development); **n'hlango lowu wu nga riki wa mfumo** (non-governmental organization) have been restated in the text. The reason for the restatement could be that the writer wants to give a clear picture of how these organizations impacted in the Limpopo Province.

(d) Use of inferences

Inferencing is required to connect new information with the information already stored in the mind of the reader. In this text, there are quite a number of identifiable elements of inferences which contribute to the overall sequence of the text. In paragraph 5 the writer

argues that **Hi lava ku tumbuluxa xifundza lexi nga na ku rhula eka xona n'wini.** (We want to create a province that has peace with itself), the writer further states that **Lexi nyanyulaka, lexi kulaka, lexi tikotaka naswona ku ya emahlweni xi nga xipfunetinkulu eka rifuwo ra tiko.** (That is vibrant, dynamic, self-sustaining and eventually, a major contributor to the national wealth) while in paragraph 6 the writer states that **Leswi a hi swikongomelo leswi nga fikeleriwa namuntlha** (These are not goals that can be achieved overnight). Considering the inferences above, the writer has succeeded in linking the paragraphs well, while maintaining the theme of the text throughout. The inference used in the example above emphasizes the theme of the role played by the non-governmental organizations in the development of the Limpopo Province, particularly the rural communities.

(e) Rhetorical patterns within coherence

The major rhetorical pattern identifiable in this text is the problem-solving pattern. In paragraph 7 the writer states that **Ha swi vona swirhalanganyi leswi sweswi swi nga le ku humeleleni ka minhlangano leyi nga endliki profit (NGO) eku kumeni ka timali ni ku endla leswaku minhlangano leyi yi famba kahle** (We are keenly aware of the problems currently being experienced by the NGO sector in obtaining finance and keeping organisations running). She further suggests a solution to the situation by stating that **Hi tshemba leswaku mi ta tirhisa khomferense leyi eku endla vulavisisi lebyi enteke ku kuma xintshunxo xa xiphiqo lexi.** (We trust that you will use this conference to search for innovative solutions to this problem.).

In this text, the rhetorical pattern of cause-effect is found in the following instance, paragraph 6 **Ku va hi va xifundza lexi humelelaka hi fanele ku va na vuxaka exikarhi ka mfumo ni mabindzu lama ya nga riki ya mfumo ni vaaki va xifundza xa Limpopo.** (To become a winning province we need an active partnership between government, the private sector, civil society and the people of the province themselves), which representing the cause. She then states that **Eka mhaka leyi hi vona hi xandla xa nkoka lexi hoxiwaka hi minhlangano leyi nga endliki profiti (NGO) eka ikhonomi ni le kuhluvukiseni ka vutomi bya vanhu va ka hina** (In this regard we are conscious of the important role played by NGO's in the economic and social development of our people), representing the effect. The coherent structuring of this text gives the reader an understanding of the impact of the role of NGO in the Limpopo Province.

The lexicon

Lexical choice as a reflection of communicative purpose is concerned with the choice of lexical items like verbs, nouns and sentence-initial elements which the writer uses in the text in order to achieve a specific communicative purpose.

(i) Choice of sentence-initial elements

The choice of sentence-initial elements contributes to the interaction between the reader and the writer. Once the reader focuses on the initial position of the sentence, he or she automatically builds a mental model about what the writer will write about in the text. For example, the writer states in paragraph 4 **A hi le ku tipfinyingeni hi migingiriko...** (we are keenly aware of the invaluable role...). The reader already builds an idea about what will be mentioned in the text. When the writer further states in paragraph 6 that **Leswi a hi swikongomelo leswi nga fikeleriwa namuntlha** (These are not goals that can be achieved overnight), the reader will build a negative idea about what will be mentioned next. The manner in which the writer begins the sentence, contributes well to acceptable conventions of text construction, as well as to the reader's understanding of the text. The writer has succeeded in using this device to achieve his goal.

(ii) Choice of lexical items and phrases

In paragraph 1 the writer states **exivindzini xa xifundza xa Limpopo** (in the heart of the Limpopo Province). The 'heart is the pillar of strength, the carrier of life in a human being', the writer uses this expression figuratively to show relevancy to a meeting held at the venue they have selected, and also the impact the meeting will yield. The writer further makes use of the words **Lexi nyanyulaka, lexi kulaka, lexi tikotaka naswona ku ya emahlweni xi nga xipfuneti-nkulu eka rifuwo ra tiko**. (That is vibrant, dynamic, self-sustaining and eventually, a major contributor to the national wealth). The choice of these words has enabled the writer to achieve her desired goal. These words are powerful and they assist her to share with the audience her vision for the country.

(iii) Cognitive move-structure

The writer uses certain structural moves in order to achieve her communicative purposes.

Move 5: Rally for cooperation. The writer states that if the province wants to achieve growth, it requires innovative thinking and a thorough re-appraisal of current practices and procedures, they must constantly re-examine their attitudes and methods. She further states that **Hi fanele ku tumbuluxa rixaka ra vaendli va mintirho ku nga ri valavi va mintirho** (we need to produce a generation of job creators rather than job seekers). In this way she is rallies for support in changing a mindset of majority of people in the Limpopo Province.

Move 6: Closing remarks. The writer ends her text by reminding the audience about the invaluable role played by the non-governmental organizations in the development of communities and the combatting of social ills such as poverty, illness and disease. She further states in paragraph 22 **Ha tshemba leswaku khomferense leyi yi ta yisa emahlweni ntolovelo lowo tinyungubyisa no mi navelela mikateko eka ku kanerisana ka n'wina.** (We trust this conference will continue this proud tradition and we wish you all the best in your deliberations). Through the device of cognitive move structure, the reader can see how all the paragraphs in the text are related and they follow each other chronologically.

4.10 SPEECH 9: MBULAVULO HI MEC EHO FISINI YA PHIRIMIYA, MUCHAVISEKI MANANA MC MABUZA EKA KHOMFERENCE YA LEMBE VA HUVO YA TIKEREKE TA XIFUNDZA XA LIMPOPO

2. Wavunharhu 21 ta Nyenyenyani 2001, Polokwane
3. Mufambisi wa ntirho, Prof Seth Mnaka, mutshami wa xitulu xa huvo ya tikereke ta xifundza xa Limpopo, vuendzi byo hlonipheka, vaswirhundzu niva matlhari.
4. Xo sungula ni xa nkoka ndzi rhandza ku hundzisa ku khomeriwa loku humaka embilwini ka phirimiya kotsandzeka ku va na hina namuntlha. Tani hi loko mfumo wa xifundza wu nga le ka njhekanjhekisano wa mbulavulo wo pfula mfumo wa xifundza wa phirimiya. Tani hi loko a sindzisiwa hi nawu ni ntolovelo ku va kona, u ndzi kombele ku hundzisa ku khomeriwa ni ku n'wi yimela eka khomferense leyi ya nkoka ya nhlanguano wa n'wina. U ya emahlweni a teka nkarhi lowu ku navelela ku hlangana ka n'wina ku humelela ni mikateko. U endla leswi a ri karhi a tiva hi ntirho wa nkoka lowu endlwaka hi kereke hi ku angarhela ni huvo ya tikereke hi ku

kongoma, eka kulwa ni xihlawuhlawu. Mintolovelo ya wona ya hari kona eka hina ni le ka vutomi bya siku rin'wana ni rin'wana bya hina. Leswi hi swi vona eka vusweti, ku salela endzhaku, vuvabyi ni ku xaniseka ko tala loku ya ka emahlweni ku herisa tiko ra hina.

5. Wa swi vona hi mehleketo yo nkhenza leswaku ku fana na hina, kereke yi fambe hi ku hatlisa ku hundzuluxa ntolovelo wa xihlawuhlawu. Eka mhaka leyi, masungulo lama tiyeke lama nga ta nyika vanhu va ka hina matimba yo lwa nyimpi leyi yintshwa ya laveka.
6. Hi tlhelo rin'wana khomferense ya n'wina ya lembe na lembe yi hundzuka mhaka ya nkoka eka khalendara ya xifundza xa Limpopo. Hi ni ku langutela lokukulu eka ku kanerisana ka n'wina ni makungu ya n'wina. Nhlokomhaka nkulu ya khomferense ya n'wina hi lembe leri ra 2001 i **'ku cinca ka kereke eka tiko leri nga le ku cinceni'**. A hi na ku kanakana leswaku mi ta tirhisa masiku mambirhi hi ndlela leyi vuyerisaka ku xopaxopa timhaka to hlayanyana leti nga humelelaka eka nkanerisano wa n'wina.
7. A ku na ku kanakana na swintsongo leswaku kereke misava hinkwayo yi langutane ni mintlhontlho leyi humaka eka timhaka ta matshamelo ya vanhu ni swa mbango wa timali lowu cincaka hi xihatla. N'wina mi xiyenge xa nkarhi vundlandlamuki lebyi tlulaka mindzilekano. Mi fanele ku tshamiseka eka nhlango wa n'wina ni matirhelo lama faneleke ku fikelela swi laveko swa vutivi bya nkarhi ni ku cinca ka swa vuthekiniki.
8. Mimpikizano ya swa tiekhonomi na ku cinca ka mavondo ya swa mahanyelo swina nkucetelo eka ndlela leyi kereke yi faneleke ku fikelela ha yona swilaveko swa tiko leri yi ri tirhelaka. Exikarhi ka xihuhuri xa ku cinca, kereke yi fanele ku kota ku tiyimela yi vonaka. Nchumu wun'we lowu tisaka ku hola, ntshamiseko, ku rhula ni ku humelela.
9. Eka xiyimo xa hina laha Afrika Dzonga, mutshami wa xitulu ni hi ku kongoma, eka xifundza xa Limpopo kereke ya Krete, swi na vutihlamuleri lebyikulu ku nyika vurhangeri ni ndlela eka mfumo ni hinkwaswo swiyenge swa tiko ra hina.

10. I ntirho wa n'wina ku nyika swiletelo swa mahanyelo. Ma boheka ku chumayela timfanelo ta swisiwana ni lava kandziyeriwaka, lava tsaneke ni lava nga tekeriwiki enhlokweni.
11. Hi ni ku pfumela leswaku swilaveko swa xifundza xa Limpopo swi lava rito lerikulu leri nga ni nhlengelo, ku vulavula, ku lwa ni ku herisa ka xihlawuhlawu, ku tsan'wana, ku chava ka rivengo ka vahlampfa loku talaka ku vonaka eka vutomi bya vanhu entalweni.
N'wina varhangeri mi fanele ku tisa nhlohotelo eka tikereke ta n'wina ku hundzuluxa timbilu ni swiendlo swa vona, ku lwa ni xihlawuhlawu ni ku nghena eka gondzora ndzivalelano.
12. Mfumo wu nghene makungwini ya nkoka ku iwa ni mhaka ya vusweti eka xifundza. Leswi swi katsa kungu leri vuriwaka **"intergrated Rural Development programme,"** Sweswinyana President Thabo Mbeki wa ha ku tivisa kun'we ni kungu ra "local Economic Development(LED)". Leswi ku nga ta va vutihlamuleri bya mimfumo ya vamasipala la vantshwa lava ha ku hlawuriwaka.
13. Ha ha ku khumbeka leswaku mavabyi lama fambelanaka ni vusweti ku katsa HIV/AIDS, rifuwa,kholera, yale ku kumeni ku seketeriwa loku hetiseke ke eka minhlangano yo fana ni ya n'wina.
14. Hikokwalaho ka leswi Phirimiya u simekile a "Trust Fund" ku hlengeleta swipfuno ku sirhelela ni ku hlayisa lava karhatekaka ni mintlawe leyi khumbekaka ngopu eka mhaka leyi eka tiko ra hina. Handle ka ku va hi simekile khomiti "interdepartmental HIV/AIDS" leyi ntirho wa yona ku nga ku hlanganisa mintirho leyi yelanaka ni ntungu lowu, hi simekile na kambe Huvo yo pfuna ya xifundza leyi katsaka swirho hinkwaswo leswi khumbekaka. Hi switeka ku ri xihumelelo lexikulu eka gondzo ra hina ro leha ro lwa ni ku herisa ka HIV/AIDS leri ya ka emahlweni ri yimisa nhloko ya rona yo biha eka tiko ra hina.
15. Hi pfumela leswaku kereke eka xifundza yi nga tisa ku pfuna loku khomekaka ku pfuneta eka migingiriko ya mfumo eka tin'wana ta timhaka leti. Tani hi loko hi vulavula namuntlha vanhu hinkwavo lava xanisekaka hi mavabyi, kholera sweswinyana a va na makaya na swona va etlela eswibedlhele swa hina va

pfumala ku pfuneka nile ka vuhlayiselo byi n'wana bya vutshunguri. Hi rhandza ku mi tlhonthlha leswaku mi engetela matimba ya n'wina eku lweni ni vusiwana bya vanhu lava ku ya hi matimu vanga tsan'wiwa eka xifundza lexi. Timhaka ta vukhamba, vusiwana bya vavasati ni ku xanisiwa ka vana, tinyimpi leti yaka emahlweni ti hlakata tiko-nkulu ra hina ni ma n'wana maxangu ya vumunhu i timhaka leti loko kereke yo tsandzeka eka tona yi nga ta va yi tsandzekile ku fikelela leswi yi rhumiweke swona.

16. Mufambisi wa ntirho

Hi pfumela leswaku khomference leyi yita mipfuna ku kuma vutlharhi ni swiletelo. Hi tshemba leswaku mi ta suka laha, na kambe tani,hi muti lowu nga lehenhia ka tshava lowu rivoni ra wona ri nga ta vonaka eka xifundza xa Limpopo hinkwaxo. Hi langutela ku ya emahlweni ka vuxaka lebyinene lebyi hi nga va na byona.

17. Onge Hosi yi nga mi nyika matimba yo ya emahlweni ni ntirho lowukulu wa ximoya ni vurhangeri bya mahanyelo. Hi ta mi tsundzuka eka mikhongelo ya hina, tani hi loko na hina swi tava tano eka ya n'wina.

Ndza mi khensa

SPEECH BY THE MEC IN THE OFFICE OF THE PREMIER, HONOURABLE MC MABUZA AT THIE ANNUAL CONFERENCE OF THE LIMPOPO PROVINCE COUNCIL OF CHURCHES.

Wednesday 21 February 2000, Polokwane

Programme director, Prof. Seth Manaka, Chairperson of the Limpopo Province Council of Churches, distinguished guests, ladies and gentlemen.

First and foremost I wish to convey the Premier's deepest regrets for the not being able to personally join you today. As fate would have it, the Legislature is debating the Premier's address made on the occasion of the opening of the Provincial Legislature. As he is therefore required by law and custom to be present, he request, me to convey his apology and represent him in this important conference of your organization. He further takes this opportunity to wish your gathering well and every success. He does so, conscious of the

sterling role played by the church in general and the Council of Churches in particular, in the struggle against apartheid. While apartheid has collapsed, its legacy is still very much part and parcel of our daily life. We see this in the poverty, the backwardness, the disease and many other ills that continue to ravage our society.

He also notes with a sense of appreciation that like us, the church has moved on in a relentless effort to reverse this apartheid legacy. In the sense, the solid foundation which will empower our people to wage this new struggle is needed.

On the other hand your annual conference, has become an important event on the calendar of the Limpopo Province. We always look forward in great anticipation to your deliberations and decisions.

Your conference theme in 2001 is **Transforming Church for a Changing Society** and we have no doubt that you will spend two very productive days in exploring the wide variety of issues that may arise from your deliberations.

There can be little doubt that the church, world-wide, is facing new challenges from a rapidly changing social and economic environment. You have to position yourself within an era of globalisation. You have to adapt your organisation and your methods to the demands of the information age and the electronic revolution.

Competing economic system and changing perceptions of morality have a tremendous impact on the way in which the church is able to respond to the needs of the society that it serves.

Within this fast-spinning tornado of revolutionary change, the church must remain the eye of the storm. The one institution that provides calmness, stability, peace and prosperity.

Within the South Africa context, chairperson, and particularly, in the Limpopo Province, the Christian Church, has a major responsibility to provide leadership and direction to both the government and to all other sectors of society.

It is your duty to provide moral guidance. You have an obligation to proclaim the rights of the poor and the downtrodden, the weak and the marginalised.

We are of the opinion that the Limpopo Province needs a stronger voice - and a united one – to speak out against the scourge of racism, discrimination and xenophobia that is often manifested in our public life. You as leaders should inspire your congregations to change their hearts and their actions, to combat racism and to pursue a course of active reconciliation.

We need you as church to be visible and audible in the struggle against poverty, underdevelopment, disease and ignorance. Our words must be turned into actions.

The teachings of the gospel must come alive through the way in which you interact with society, in how you treat the elderly and the poor and how you look after the sick and the young.

The Government has embarked on a number of important initiatives to address the issue of poverty in the province. This include the sustainable Integrated Rural Development Programme, recently announced by President Thabo Mbeki and Local Economic Development (LED) initiatives which will be the primary responsibility of the newly elected local governments.

We remain concerned that diseases that are often inextricably linked to poverty including HIV-AIDS, tuberculosis, cholera and malnutrition are not receiving adequate attention from institutions and organizations such as yours.

To that effect the Premier has launched a Trust fund to generate more resources for the shelter and general welfare of the victims and the most vulnerable groups in our society. Apart from launching the Interdepartmental HIV/AIDS Committee whose role is to co-ordinate activities related to this epidemic, we have also launched the Provincial Aids Council composed of almost all stakeholders. We consider this a milestone in our long path to fight this scourge of HIV/AIDS that continues to rear its ugly head in our society.

We believe that the Church in the province can make practical contributions to supplement the efforts by government on some of these issues. Since as we speak today most victims of diseases, cholera lately are homeless and lie helpless in our hospitals and other health care centres. We want to challenge you to redouble your efforts to address the plight of the poor and the historically marginalized in the province. Issues of crime, poverty Women and

child abuse, wars that continue to ravage our continent and many other ills of humanity are such issues that if the church fails to address would have not lived up to its religious mandate.

Programme Director

We believe that this conference will help you to receive wisdom and guidance. We trust that you will emerge from here, again, as the city on the hill whose light will be visible throughout the entire Limpopo Province. We are looking forward to a continuation of the excellent relationship we have always had.

May the Lord grant you the strength to continue with your great work of spiritual and moral leadership. You shall remain in our prayers, as we shall surely be in yours.

I thank you.

4.10.1 Analysis of Speech 9

The “who” parameter

The writer is the MEC in the Office of the Premier of the Limpopo Province. She is responsible for transformation in the province and also accountable for the status of women and gender equity. She is an experienced writer as a politician who wrote many political texts, some of which are also analysed in this study. The text exemplifies a clear coherence and chronology, it has a beginning, body and an ending. For example, the beginning is expressed in paragraph 3 **Mufambisi wa ntirho, Prof Seth Manaka, mutshami wa xitulu xa huvo ya tikereke ta xifundza xa Limpopo, vuendzi byo hlonipheka, vaswirhundzu niva matlhari.** (Programme director, Prof. Seth Manaka, Chairperson of the Limpopo Province Council of Churches, distinguished guests, ladies and gentlemen.) This extract exhibits a good beginning of a text of this nature.

The “what” parameter

The writer writes about the role of the churches in addressing topical issues in everyday life of the people of the Limpopo Province with special emphasis on addressing the past imbalances and coping with the present. In paragraph 4 she states **nkoka lowu endliwaka hi kereke hi ku angarhela ni huvo ya tikereke hi ku kongoma, eka kulwa ni xihlawuhlalu wu herisiwile. Mintolovelu ya wona ya hari kona eka hina ni le ka vutomi bya siku rin’wana ni rin’wana bya hina. Leswi hi swi vona eka vusweti, ku**

salela endzhaku, vuvabyi ni ku xaniseka ko tala loku ya ka emahlweni ku herisa tiko ra hina (sterling role played by the church in general and the Council of Churches in particular, in the struggle against apartheid. While apartheid has collapsed, its legacy is still very much part and parcel of our daily life. We see this in the poverty, the backwardness, the disease and many other ills that continue to ravage our society). This the main theme of the text: the role played by the church in general and the Council of Churches in particular, in the struggle against apartheid. While apartheid has collapsed, its legacy is still part of our daily life. We see this in the poverty, the backwardness, the disease and many other ills that continue to ravage our society.

The “to whom” parameter

The writer writes the text for the two days conference of the Council of Churches for the Limpopo Province held in Polokwane from the 21 February 2001. She does this on behalf of the Premier of the Limpopo Province who was held up in the Legislature. The writer states in paragraph 4 that **U ya emahlweni a teka nkarhi lowu ku navelela ku hlangana ka n’wina ku humelela ni mikateko** (he further takes this opportunity to wish your gathering well and every success).

The “why” parameter

The writer, in her capacity as the Member of the Executive Council (MEC) in the Office of the Premier, and also as representative of the Premier to deliver the speech at this conference in particular, officially opened this two day conference. She does this by stating in paragraph 11: **Hi pfumela leswaku khomference leyi yita mipfuna ku kuma vutlharhi ni swiletelo. Hi tshemba leswaku mi ta suka laha, na kambe tani,hi muti lowu nga lehenhla ka tshava lowu rivoni ra wona ni nga ta vonaka eka xifundza xa Limpopo hinkwaxo** (We believe that this conference will help you to receive wisdom and guidance. We trust that you will emerge from here, again, as the city on the hill whose light will be visible throughout the entire Limpopo Province.)

The “for what purpose” parameter

This parameter relates to communicating the purpose of the text to the reader. In this text, the MEC, representing the Premier of the Limpopo Province acknowledges the important role played by the Church in general and the Council of Churches in particular, she states in paragraph 5 **Wa swi vona hi mehleketo yo nkhensa leswaku ku fana na hina, kereke yi fambe hi ku hatlisa ku hundzuluxa ntolovelo wa xihlawuhlawu Hi tlhelo**

rin'wana khomference ya Limpopo ya lembe na lembe yi hundzuka mhaka ya nkoka eka khalendara ya xifundza xa Limpopo. (He also notes with a sense of appreciation that like us, the church has moved on in a relentless effort to reverse this apartheid legacy ... On the other hand your annual conference, has become an important event on the calendar of the Limpopo Province. We always look forward in great anticipation to your deliberations and decisions.)

The “writes” parameter

Functional sentence perspective: Informational structure

(i) Topic-comment analysis

The topic expression is sometimes complemented by a phrase or a clause that expresses the comment to it. In paragraph 4 an example of a topic-comment relation occurs. **Ndzi rhandza ku hundzisa ku khomeriwa loku humaka embilwini ka phirimiya kotsandzeka ku va na hina namuntlha** (I wish to convey the Premier's deepest regrets for not being able to personally join you today). The topic of the sentence is that the writer wishes to convey the Premier's deepest regrets **Ndzi rhandza ku hundzisa ku khomeriwa loku humaka embilwini ka phirimiya**. The second phrase is the comment to the main topic **kotsandzeka ku va na hina namuntlha** (for not being able to personally join you today). Another example of topic-comment occurs in paragraph 5 **kereke yi fambe hi ku hatlisa ku hundzuluxa ntolovelwa wa xihlawuhlawu** (the church has moved on in a relentless effort to reverse this apartheid legacy). The main topic of this sentence is **kereke yi fambe hi ku hatlisa** (the church has moved on in a relentless effort) and the compliment clause **ku hatlisa ku hundzuluxa ntolovelwa wa xihlawuhlawu** (to reverse this apartheid legacy) is the comment to it. This device of topic-comment increases the reader's understanding of the topic under discussion.

(ii) Topic-continuity

Topic-continuity in the text is accomplished through the noun phrase which is mentioned repeatedly in the text. The writer uses a noun phrase which refers to apartheid in different ways. Besides the word “apartheid” she uses the expression **Mfumo lowa khale** (the old Government). The old Government is the Government which was replaced by the Democratic Government. She further makes use of the expression **mfumo lowo tsanwa**

vanhu (the Government that looks down upon people). During the apartheid government people were not equal in the eyes of the Government, they were discriminated against, some were treated badly and others were looked down upon. It is in this context that the writer refers to that Government as the Government that looked down upon people. This device helps the reader to keep focus of the issues involved through his reading of the text.

(iii) Topic-structure analysis

The main topic of this text is **nkari lowu ku navelela ku hlangana ka n'wina ku humelela ni mikateko** (The sterling role played by the church in general and the council of churches in particular, in the struggle against apartheid). The main topic is supported by various sub topics and captions which appear in the text. This sentence in paragraph 4 **Mintolovelolo ya wona ya hari kona eka hina ni le ka vutomi bya siku rin'wana ni rin'wana** (while apartheid has collapsed, its legacy is still very much part and parcel of our daily life). The apartheid that has collapsed was due to the relentless effort by the church and its council. She further supports the main topic by stating in paragraph 5 ... **kereke yi fambe hi ku hatlisa ku hundzuluxa ntolovelolo wa xihlawuhlawu** (the church has moved on in a relentless effort to reverse this apartheid legacy). Almost all the paragraphs in this text contain information which reinforces the whole idea of the role of the church in the struggle against apartheid.

(iv) Given-new Information

Consider the text as regards which information is given or already known to the reader, and information which is new. The main topic of the text is **nkoka lowu endliwaka hi kereke hi ku angarhela ni huvo ya tikereke hi ku kongoma, eka kulwa ni xihlawuhlawu wu herisiwile** (the sterling role played by the church in general and the Council of Churches in particular, in the struggle against apartheid). This represents the information that is given to the reader. The given information attracts the reader to the text, inviting or challenging him/her to read the new information which extends the given information in the text. The reader is directed to the new information which will support the given information. All the problems and solutions written in the text give a further explanation to what the reader already knows. Readers are interested in the solutions to this problem. In this text the problems of the legacy of apartheid are presented a solution

in paragraph 9 **Eka xiyimo xa hina laha Afrika Dzonga, mutshami wa xitulu ni hi ku kongoma, eka xifundza xa Limpopo kereke ya Krete, swi na vutihlamuleri lebyikulu ku nyika vurhangeri ni ndlela eka mfumo ni hinkwaswo swiyenge swa tiko ra hina** (To that effect the Premier has launched a Trust fund to generate more resources for the shelter and general welfare of the victims and the most vulnerable groups in our society). The writer further involves the church in providing the solution in paragraph 9 when she states that **Hi pfumela leswaku kereke eka xifundza yi nga tisa ku pfuna loku khomekaka ku pfuneta eka migingiriko ya mfumo eka tin'wana ta timhaka leti** (We believe that the Church in the province can make practical contributions to supplement the efforts by government on some of these issues).

(v) Theme-rheme relations

Theme-rheme relations are exemplified in a range of sentences in this text. The reader will notice that this factor overlaps closely with the device of topic-comment analysis, as this is explained in the definitions of these two properties at the beginning of this chapter. A practical example of theme-rheme is found in the main topic of this text, which is **nkoka lowu endliwaka hi kereke hi ku angarhela ni huvo ya tikereke hi ku kongoma, eka kulwa ni xihlawuhlawu wu herisiwile** (The sterling role played by the church in general and the Council of Churches in particular, in the struggle against apartheid). The main topic **nkoka lowu endliwaka hi kereke hi ku angarhela ni huvo ya tikereke hi ku kongoma** (The sterling role played by the church in general and the Council of Churches in particular) is the theme of the sentence and the complement clause **eka kulwa ni xihlawuh awu wu herisiwile** (in the struggle against apartheid) is the rheme of the theme. This text exhibits several similar sentences which enable the reader to have a clear picture of what the theme of the text is.

(vi) Focus-presupposition relations

The text contains information that is highlighted, and information which is assumed, foregrounded or presupposed. The writer makes use of the lexical items such as nouns in order to present some foregrounded information. In paragraph 5, the writer states that **mhaka leyi** (this issue). This information serves as the focus of the writer's argument and it is presupposed or foregrounded by what the writer stated before about the role of the church. Paragraph 5 **Wa swi vona hi mehleketo yo nkhenisa leswaku ku fana na hina,**

kereke yi fambe hi ku hatlisa ku hundzuluxa ntolovelwa wa xihlawuhlawu (He also notes with a sense of appreciation that like us, the church has moved on in a relentless effort to reverse this apartheid legacy). He further make us of a demonstrative to highlight his argument in paragraph 9 when he states that **hikokwalaho ka leswi** (to that effect ...). This device used to assume that the previous statement is well understood within its context and that the new information that follow is a complement to it viz **Hikokwalaho ka leswi Phirimiya u simekile a "Trust Fund" ku hlengeleta swipfuno ku sirhelela ni ku hlayisa lava karhatekaka** (To that effect the Premier has launched a Trust fund to generate more resources for the shelter and general welfare of the victims). This device is used to reinforce emphasis on the writer's argument.

Text cohesion

The aspect of text cohesion is explored by considering factors which contribute to the chronological nature of the text. These factors are reference, substitution, ellipsis, conjunction, repetition, inclusion and collocation.

(a) Reference

In paragraph 4 the phrase **leswi hi swi vona eka vusweti** (we see this in poverty) is reference to a previous sentence which highlights the writer's argument. **Mintolovelwa ya wona ya hari kona eka hina ni le ka vutomi bya siku rin'wana ni rin'wana bya hina** (Its legacy is still very much part and parcel of our daily life). This reference is further identified in paragraph 13 when the writer states that **mavabyi lama fambelanaka ni vusweti** (the diseases that are often inextricably linked to poverty). This phrase is a reference marker to the earlier mention of such diseases as **HIV/AIDS, rifuwa, kholera** (HIV/AIDS, tuberculosis, cholera and malnutrition). This device of reference results in the elimination of unnecessary repetition.

(b) Comparative cohesion and substitution

Comparative cohesion and substitution interact closely. Both comparative cohesion and substitution are used simultaneously in the following sentences. In paragraph 4 the writer states that **xosungula ni xa nkoka ndzi rhandza ku hundzisa ku khomeriwa loku humaka eka phirimiya** (first and foremost I wish to convey the Premier's deepest regrets). The writer composes her speech point by point and also arranges her points in

terms of importance and after comparing she decided that this aspect above, is the most important. She substitutes the one which is not important by the word “foremost”. This word substitutes for what she could have listed as not important. The writer further exemplifies this device in paragraph 8 when she states that **exikarhi ka xihuhuri xa ku cinca, kereke yi fanele ku kota ku tiyimela yi vonaka**. (within the fast-spinning tornado of revolutionary change, the church must remain the eye of the storm). The writer compares the fast-spinning change and other change and she has employed substitution by mentioning the tornado of revolutionary change only. The two sentences above express comparison of two issues by emphasizing the differences that exist between the two by qualifying the peculiar character of the other issue.

(c) Conjunctions

The device of conjunctions is used in almost all the paragraphs in this text for different purposes. The conjunction in paragraph 3 where the writer states **vaswirhunzu ni va matlhari** (ladies and gentlemen) the conjuncture **ni** (and) is used to emphasize both ladies and gentlemen. She further uses a conjunction in paragraph 4 where she states **eka kulwa ni xihlawuhlauwu** (the struggle against apartheid). The conjunct **ni** (against) is also used to show the cause for which they fought.

In paragraph 5 the writer states that **wa swi vona hi mehleketo yo nkhensa leswaku ku fana na hina ...** (he also notes with a sense of appreciation that like us ...) the conjunct **leswaku** (that) is used to complement the main clause by giving reasons for the statement. The conjunction is used to connect and clarify two phrases which complement each other to bring out the intended effect.

(d) Demonstratives

The writer uses demonstratives frequently in order to establish nominal links or link sentence constructions in the text. The following demonstrative appears with the nouns they modify in the text. **mhaka leyi** (this matter); **masungulo lama** (this beginning); **tiko leri** (this country); **rito leri** (this word); **mavabyi lama** (these disease). All these demonstratives serve the function of pointing the nouns which the writer intends to emphasize in the discourse.

(e) Repetition

The writer repeats the word **khomeriwa** (apologize) in several paragraphs to emphasize the absence of the Premier due to issues which are beyond his control and the fact that she, as the MEC in the Premier's office has been requested to represent him. This need to be emphasized as she is not the person invited to address this conference. The word **khoniferense** (conference) is used several times to emphasize and remind the reader that the text is meant for a conference. The word **xihlawuhlawu** (apartheid) is also used repeatedly to emphasize the role played by the church in general and the Council of Churches in particular, to dismantle apartheid. The word **ya emahlweni** (progress) is mentioned throughout the text to show the progress made by the Church and its council right through the struggle era until in this new dispensation.

Text coherence

Recall that the aspect of text coherence contributes to the identification of the structure of the text in terms of its chronology. In this text the following properties will be explored: the non-linguistic bases of coherence, the discourse theme, elements of subordination and coordination and the use of inferences.

(a) Non-linguistic bases of coherence

In this regard, the reader, through his/her known writing conventions, manages to understand and identify the structure of the text in terms of its chronology. This text does not deviate from the conventions that are set for papers to be read in conferences e.g. **Mufambisi wa ntirho, Prof Seth Manaka, mutshami wa xitulu xa huvo ya tikereke ta xifundza xa Limpopo, vuendzi byo hionipheka, vaswirhundzu niva matlhari** (Programme director, Prof. Seth Manaka, Chairperson of the Limpopo Province Council of Churches, distinguished guests, ladies and gentlemen). The above introduction is followed by an acknowledgement of the invitation and the Premier's apology. The body with linked paragraphs follow each other in a chronological order. More of this shall be discussed under cognitive move structure in this Chapter.

(b) Relevance

When the writer succeeds to write a text chronologically, it creates the possibility for the reader to identify some links in the text, which will relate to his or her past experiences. This text is about the important role played by the church in general, and the Council of Churches, in particular, in the fight against apartheid. Some of the readers could be affected by this legacy of apartheid and the struggle by the church to dismantle it being experienced by the broader community. Some people may not even be members of any church in order to be identified with the beneficiaries of this struggle. **U endla leswi a ri karhi a tiva hi ntirho wa nkoka lowu endliwaka hi kereke hi ku angarhela ni huvo ya tikereke hi ku kongoma, eka kulwa ni xihlawuhlawu** (he does so, conscious of the sterling role played by the church in general and the Council of Churches in particular, in the struggle against apartheid). This is relevant to most people because it was a general political issue which affected everybody's life in the whole country.

(c) Elements of subordination and coordination

The second element of subordination and co-ordination is restatement. The feature overlaps closely with the feature of repetition under text cohesion treated earlier. In terms of restatement, consideration is given to restated words, phrases, clauses, or elements in the text and why they are used by the writer. This happens to be the similar situation with the aspect of repetition. The following words **xihlawuhlawu** (apartheid); **khoniferense** (conference); **khomeriwa** (ask for apology) have been restated in the text. The reasons for this restatement could be that the writer wants these words, as the carrier of the theme, to appear in each paragraph so that the theme can be retained throughout the text.

(d) Use of inferences

Inferencing, which is strongly constrained by the structure of the text, plays a major role as a coherence-creating mechanism. Inferencing is required to connect new information and the information already stored in the mind of the reader. In the text on the council of churches conferences, there are some identifiable elements of inferences. In paragraph 4 the writer argues that **Mintolovelolo ya wona ya hari kona eka hina ni le ka vutomi bya siku rin'wana ni rin'wana bya hina** (While apartheid has collapsed, its legacy is still very much part and parcel of our daily life). She continues to elaborate on this situation by

arguing that **Leswi hi swi vona eka vusweti, ku salela endzhaku, vuvabyi ni ku xaniseka ko tala loku ya ka emahlweni ku herisa tiko ra hina** (We see this in the poverty, the backwardness, the disease and many other ills that continue to ravage our society). Considering the inferences above, the writer has succeeded in linking his paragraphs well, while maintaining the theme of the text throughout.

(e) Rhetorical patterns within coherence

The major rhetorical pattern identifiable in this text is the problem-solution pattern. The text presents problems of the legacy of apartheid, such as poverty, diseases, backwardness and many ills that continue to ravage our society. The writer presents a solution by both the government and the church when she states in paragraph 9 **Hikokwalaho ka leswi Phirimiya u simekile a "Trust Fund" ku hlengeleta swipfuno ku sirhelela ni ku hlayisa lava karhatekaka** (To that effect the Premier has launched a Trust fund to generate more resources for the shelter and general welfare of the victims). The writer further involves the churches to assist the Government on providing the solutions in paragraph 9 **Hi pfumela leswaku kereke eka xifundza yi nga tisa ku pfuna loku khomekaka ku pfuneta eka migingiriko ya mfumo eka tin'wana ta timhaka leti** (we believe that the church in the province can make practical contributions to supplement the efforts by government on some of these issues.)

In this text, the pattern of cause-effect is found in the following instances: **mfumo wa xifundza wu nga le ka njhekanjhekisano wa mbulavulo wo pfula mfumo wa xifundza wa phirimiya** (the Legislature is debaint the Premier's address made on the occasion of the opening of the Provincial Legislature), representing the cause, **ku khomeriwa loku humaka embilwini ka phirimiya** (to convey the Premier's deepest regrets for not being able to personally join you today) representing the effect. The writer further employs this device when she argues in paragraph 4 that **a tiva hi ntirho wa nkoka lowu endliwaka hi kereke** (the sterling role played by the church) representing the effect. **ku lwa ni xihlawuhlawu** (the struggle against apartheid) representing the effect. The coherent structuring of this text contributes to give the reader a better understanding of the role of the church and its council in the struggle against apartheid.

The lexicon

Lexical choice as a reflection of communicative purpose is concerned with the choice of lexical items like verbs, nouns and sentence-initial elements, which the writer uses in the text in order to achieve a specific communicative purpose.

(i) Choice of sentence-initial elements

The choice of sentence-initial elements contributes to the interactions between the reader and the writer. Once the reader considers the initial position of the sentence, he or she automatically build a mental model about what the writer will talk about in the text. In paragraph 4 the writer argues that **xa nkoka ndzi rhandza ku hundzisa ku khomeriwa** (foremost I wish to convey the Premier's deepest regrets ...) This statement automatically evoke in the reader's mind that the information which follows will be negative. The writer further argues that **Tani hi loko a sindzisiwa hi nawu ni ntolovelo ku va kona** (as he is therefore required by law and custom to be present). This statement reminds the reader that the Premier may not honour this invitation because of the problem.

This statement in paragraph 7 **A ku na ku kanakana na swintsongo** (There can be little doubt that the church ...). This statement gives the reader a confidence that something positive is going to be done by the church. The manner in which the writer begins the sentences, contributes well to acceptable conventions of texts construction, as well sa to the readers' understanding of the text thereof.

(ii) Choice of lexical items and phrases

In the text under analysis, the writer makes use of emphasis through **Xo sungula ni xa nkoka ndzi rhandza ku hundzisa ku khomeriwa** (First and foremost I wish to convey the Premier's deepest regrets) **Xo sungula ni xa nkoka** (First and foremost) makes the reader realize the phrase which is highlighted and emphasized. The writer also make use of the prepositions which suggest the imperative in paragraph 4 **Tani hi loko mfumo wa xifundza** (as fate will have it) **Tani hi loko a sindzisiwa hi nawu ni ntolovelo** (As he is therefore required by law and custom). The prepositions **tani hi** (as) has an imperative suggestion which the writer uses to display a sense of no alternative but to abide by the rules. The writer further makes use of the preposition phrase in paragraph 4 **hi ya**

emahlweni (he goes further to ...) **U endla leswi** (the does this). The choice of these items yields emphasis on the pronouns used.

(iii) Cognitive move-structure

The writer uses certain structural moves in order to achieve his communicative purposes. In the text under discussion a number of moves can be established by examining the discourse of the text.

Move 1: Introductory remarks and apologies

Sub-move I(a): Introduction The writer gives the introduction by first acknowledging the opportunity to give greetings **Mufambisi wa ntirho, Prof Seth Manaka, mutshami wa xitulu xa huvo ya tikereke ta xifundza xa Limpopo, vuendzi byo hlonipheka, vaswirhundzu niva matlhari** (Programme director, Prof. Seth Manaka, Chairperson of the Limpopo Province Council of Churches, distinguished guests, ladies and gentlemen)

Sub-move I(b): Apologies. The writer further apolgisises on behalf of the Premier who is held-up in the legislature **Tani hi loko a sindzisiwa hi nawu ni ntolovelolo ku va kona** (As he is therefore required by law and custom to be present). This apology has prompted the Premier to request the writer to atend this conferene on his behalf.

Move 2: The value of this conference. The writer indicates how important this conference is in the Premier's mind and the MEC and also to the people of the Limpopo Province. In paragraph 5 the writer argues that **Wa swi vona hi mehleketo yo nkhenza leswaku ku fana na hina, kereke yi fambe hi ku hatlisa ku hundzuluxa ntolovelolo wa xihlawuhlawu** (He also notes with a sense of appreciation that like us, the church has moved on in a relentless effort to reverse this apartheid legacy).

Move 3: Anticipated impact of the church in the province. The writer argues that the church has an obligatory mandate to perform such as **Hi ni ku pfumela leswaku swilaveko swa xifundza xa Limpopo swi lava rito lerikulu leri nga ni nhlengelo, ku**

vulavula, ku lwa, ni ku hisa ka xihlawuhlawu (Within the South Africa context, chairperson, and particularly, in the Limpopo Province, the Christian Church, has a major responsibility to provide leadership and direction to both the government and to all other sectors of society. ... You have an obligation to proclaim the rights of the poor and the downtrodden, the weak and the marginalised.).

Move 4: Closing remarks The writer closes her text by wishing that the conference will succeed in its deliberations **Hi pfumela leswaku khomference leyi yita mipfuna ku kuma vutlharhi ni swiletelo** (We believe that this conference will help you to receive wisdom and guidance). The writer further argues that **Onge Hosi yi nga mi nyika matimba yo ya emahlweni mi ntirho lowukulu wa ximoya ni vurhangeri bya mahanyelo. Hi ta mi tsundzuka eka mikhongelo ya hina, tani hi loko na hina swi tava tano eka ya n'wina. Ndza mi khensa** (May the Lord grant you the strength to continue with your great work of spiritual and moral leadership. I thank you).

4.11 SUMMARY

The analysis of all the speech-text in this study display similarities in form and structure. They all have **introduction / beginning, body and the ending or conclusions**. They all conform to this genre format. The beginning (introduction) is characterized by greetings and the acknowledgements of rank and file of the audience including the Programme director / chairperson or parliamentary speaker of the day. In other texts, the writer opens his/her text by quoting aspects relevant to the issues he/she is about to present, as an ice breaker.

The body of the speech-genre comprises of a number of paragraphs each addressing an aspect of the issue which is related to the main topic. These paragraphs are the carriers of the text theme. They are bound together by some lexical items discussed in this analysis, as a form of binding devices to contribute to the chronology and unity throughout the text. These devices are evident when one discusses the issues of cognitive move-structures. It is only in the first speech analysed where the writer has also indicated the sections or moves she was to follow in her presentation, but the other moves are evidenced by the development of ideas within the text.

The texts have conclusive remarks at the end which, in other texts, sum up the theme of the text. In some texts the conclusions or endings provide a solution to the problems cited in the contents of the texts. The phrase **Inkomu** (thank you) is also common to most of the analysed texts.

CHAPTER 5

THE MODEL OF TEACHING WRITING IN RELATION TO XITSONGA FIRST LANGUAGE IN THE SENIOR PHASE (GRADES 7, 8 AND 9)

5.1 GRABE AND KAPLAN'S MODEL/THEORY OF WRITING

5.1.1 Introduction

The purpose of this chapter is to explore those design criteria proposed by Grabe and Kaplan (1996), which guide and constrain instructional practices with reference to the teaching of Xitsonga as language subject. The transition from theory to practice as advanced by Grabe and Kaplan (1996) is based upon major research findings on writing as well as a through analysis of the social contexts of writing instructions. Grabe and Kaplan (1996) posit that the research results influence the ways in which a writing curriculum should be designed and suggest effective instructional practices. The social context analysis ensures an appropriate and systematic transition from theory to practice, which must be taken into account at least for the following issues: Insights from writing theory and writing research; the learner-writer; the writing teacher; the educational institution; the role of instructional materials; instructional approaches; the teaching of writing; and learning outcomes and assessment standards.

5.1.2 Insights from writing theory and writing research

This section will consider those research findings, which should be incorporated into planning for a writing curriculum.

The text product

Grabe and Kaplan (1996) state that the first set of insights from research argues that the written product, and formal aspects of writing, cannot be disregarded in instruction, referring to Leki and Ramier (1991). They observe that recent research from a socio-cognitive perspective points out the need for models of writing and the raising of student awareness with respect to the ways in which words, structures, and genre forms all contribute to purposeful communication. Similarly, the use of sentence combining has been shown to improve student's abilities to write more complex and varied sentences.

Considerations of how discourse is structured have according to Grabe and Kaplan (1996) led to numerous findings, which emphasize the importance of discourse features of writing. Van de Kopple and Witte in Grabe and Kaplan (1996) have shown that the general principle of “given” before “new” is adhered to more consistently in better writing and that main ideas are typically marked by topical chaining. Work on cohesive harmony has also shown that higher quality writing has a higher index of cohesive harmony. On a somewhat larger scale, research on genre structure has indicated that its role in conveying purpose and assisting the readers’ interpretation is critical in effective writing. Work on constructive rhetoric has demonstrated that students from different first language (L1) backgrounds, and with a history of culture-specific educational training and socialization, will prefer certain forms of textual organization over other forms in particular writing contexts.

The writing process

Grabe and Kaplan (1996) assert that the notion that writing is not strictly linear in its planning or production is central for instruction, as is the idea that writing is a goal-driven activity. Research on writing process indicates that good writers (i) plan longer; (ii) have more elaborate plans; (iii) review and reassess plans on a regular basis; (iv) consider more kinds of solutions to rhetorical problems in writing; (v) consider the reader’s point of view in planning and writing; (vi) incorporate multiple perspectives into the drafting; (vii) revise in line with global goals rather than merely editing local segments; (viii) have a wider range of writing and revising strategies to call upon. L1 students have high linguistic proficiency but may not have adequate composing skills. Thus, both language proficiency and composing abilities must be considered in evaluating writing performance. Research on the writing process provides many important insights into the ways skilled writers perform, and the ways in which learning to write can be improved.

The social context

Grabe and Kaplan (1996) argue that the third general insight is that the social context, that of the classroom, the other students, the interactions among the teacher and the students, and the larger world outside the classroom, have a profound impact on the development of writing ability. Heath in Grabe and Kaplan (1996) argues that it also appears from research that differences between skilled and less-skilled writers are strongly affected by the socio-cognitive aspects of writing. The related emphasis on writing purpose and task variation has according to Grabe and Kaplan (1996) led to a reconsideration of the concept of genre in writing development. While writing instruction in many traditional

approaches was guided by model texts, which demonstrated specific generic patterns of organization, the current reassessment of genre relates to its formal role in writing purpose and task. It is now recognized that genre form has evolved out of a consistent and conventionalized means of addressing specific purposes and tasks in writing. Thus, Grabe and Kaplan (1996) state, genres are conventionalized ways to achieve meaning to solve rhetorical problems and students vary their writing according to genre structures, which match their purposes for writing. Research along this line argues that the various genres and tasks, which are useful for academic contexts, need to be practiced extensively, not as arbitrary models, but as means for achieving academic goals and purposes, Atkinson in Grabe and Kaplan (1996).

Another socio-cognitive approach to writing development has evolved out of Vygotsky's theories of language and literacy development. Grabe and Kaplan (1996) state that, from this point of view, the student learns to write by working with a more knowledgeable person on the skills and knowledge needed to perform specific purposeful actions through a kind of apprenticeship. Seen in this light, writing development involves an apprenticeship, which requires considerable practice, under expert guidance. Moreover, students gradually learn by appropriating the teachers' goals and purposes for writing, as well as the appropriate language forms in the process of the writing activity and through feedback on the writing. According to Grabe and Kaplan, such an appropriation occurs in what Vygotsky terms the "zone of proximal development" (ZPD), that level of knowledge between normal student performance and what a student is capable of attaining with expert assistance. Children learn to internalize and self-regulate those writing purposes and tasks in which they have had extensive practice and guidance. Grabe and Kaplan (1996) point out that this approach (i) accommodates the interactive roles of experts and peers; (ii) stresses purposeful writing tasks; (iii) stresses the interaction of language skills in the accomplishment of specific tasks; and (iv) highlights the importance of practicing those writing tasks and goals which students need to learn rather than assuming general transfer of writing skills across purposes, tasks, topics and genres.

Research on instructional techniques

Grabe and Kaplan (1996) argue that the fourth general insight into writing from research derives from studies testing the effectiveness of various instructional techniques. These techniques include direct instruction, especially metacognitive strategy training, types of group interactions among teacher and students, techniques for guiding the drafting and

revising stages of writing and techniques for providing effective feedback on writing. The research, which has important implications for instruction, includes the specific training experiments of Bereiter and Scardamalia, and those of Flower and Hayes. Flower and Hayes in Grabe and Kaplan (1996) pointed out the importance of multiple drafting, time for planning, the role of recursion among planning, drafting and revising, and the essential problem-solving nature of writing. Grabe and Kaplan (1996) point out that in more recent work, they have extended research into revision processes, pointing out the importance of and difficulty with, global revision of writing. This line of research suggests that instruction should promote extensive practice within a set of related contexts, using challenging tasks, which build on the solution of earlier tasks. Bereiter and Scardamalia in Grabe and Kaplan (1996) argue that expository assignments offer the best context for developing problem-solving tasks in writing and opportunities for students to work with their own knowledge. Expository tasks force students to clarify meanings, discover implications, establish connections, formulate problems for intended goals and evaluate decisions. Other insights from classroom contexts involve research on feedback and revision instruction.

Research and curriculum design

Grabe and Kaplan (1996) assert that the research points out the range of issues and concerns which must be considered in developing curriculum design. Neither theoretical perspectives, nor a set of research findings should be reinterpreted as having a one-to-one relationship with curriculum design. Rather, Grabe and Kaplan (1996) postulate that the goal is to recognize that research occurs in contexts not typically equivalent to the language classroom, it also creates constraints and/or opportunities and resources, which are not typical of the language classroom. The goal in making the transition from theory to practice is, according to Grabe and Kaplan, to recognize the relevance of research insights and their potential for informing curriculum an instruction.

The role of the student

Hughey *et al* in Grabe and Kaplan (1996) describes good learners as students who take active role in their learning. These students set goals and take responsibility for their learning. Hughley *at al.* and Leki in Grabe and Kaplan (1996) observe that first learners need to have a positive approach. Learners must have some empathy for the language that they will use and try to write whenever appropriate to do so. They need to (i) believe that they will be successful in their writing development; (ii) have an open attitude to their academic environment and to the sorts of writing tasks they will be asked to perform; (iii)

willingly pursue issues and not think they already have all the knowledge they might need and (iv) be willing to practice and revise their writing, recognizing that writing development is a gradual process which requires much hard work. Secondly, learners need appropriate skills in order to carry out writing assignments. Thirdly, learners need some set of workable learning strategies, which are applicable to the writing context. Fourthly, learners need to be motivated to invest the time and effort, whether the motivation comes from perceived economic opportunities, from better grades or from a desire to develop better communication skills. The role of the learner represents one aspect of the matrix of issues which contribute to curriculum design.

Teacher training

Grabe and Kaplan (1996) assert that a writing curriculum must give consideration to the strengths and training, which the teachers bring to instruction. A number of basic distinctions group teachers in different ways. Among the basic considerations are whether or not teachers are themselves native speakers of the language. Another consideration is whether or not they have had explicit training and/or experience in teaching writing. A third issues, according to Grabe and Kaplan, is how skilled and well-trained teachers are as teachers. While any programme would like to assume that all teachers are excellent, well-trained in writing instruction, such is often not the case, and curricula should be planned in light of realistic estimates of teacher strengths and weaknesses.

The role of the writing teacher

Grabe and Kaplan (1996) assert that in planning a writing curriculum, the teacher must at various times be a motivator, an interpreter of the task, a designer of meaningful tasks, an organizer, a resource, a support person, an evaluator, and a reader for information. Somewhat more specifically, teachers need to show a positive attitude, believing that students are capable of doing the work in the curriculum, and when students are found to be struggling with specific assignments, teachers need flexibility to adapt these assignments to ensure reasonable opportunities for success. Teachers need to provide a wide range of opportunities for writing, opportunities which are interesting for students and which serve important developmental goals. Teachers need also to develop among students a sense of community and sharing so that writing can become a collaborative and cooperative endeavor. They should have productive insights about writing and the writing process. The role of the teacher is very complex; the teacher must balance various

pedagogical insights, which will have to be rethought somewhat differently for each student in the class.

The educational institution

Grabe and Kaplan (1996) point out that the responsibility of what is happening in the classroom must be shared with the institution within which the teacher functions and with the system in which that institution is embedded. Planning a writing curriculum occurs in many different places with many diverse institutional goals. Institutions typically decide on the following goals for learning:

- (i) They plan and operationalize the curriculum usually with the institutional norms for a country, a region, or a set of related bodies.
- (ii) They react to the requirement of an inspectorate.
- (iii) They decide how much time in the curriculum to allocate to writing instruction and support systems.
- (iv) They decide how much money to allocate for writing instruction and support equipment.
- (v) They decide the teacher-training courses and how much training teachers need in order to teach writing courses.
- (vi) They decide how much to pay teachers, how many students should be taught in any class, and how many classes any given teacher should teach during a given term.
- (vii) They decide how much writing instruction different students need and for what purposes.
- (viii) They decide whether or not to support teachers for further training.
- (ix) They decide the relative importance of writing in relation to other components of the curriculum.
- (x) They decide how to integrate writing with other components of the curriculum

The institution's decisions play a major role in shaping a writing curriculum.

The role of instructional materials

Grabe and Kaplan (1996) maintain that writing instruction makes use of a wide variety of information and resources. Grabe and Kaplan (1996) point out that some of these resources are straightforward in terms of a writing context, others are less obvious but

equally effective. Resources for writing can be classified into texts, libraries/media, regalia, student-generated resources, activities, and discussions. Texts for working with writing instruction would include rhetorics/writing texts (for academic contexts), language arts texts (for lower grades); anthologies of readings for writing; workbooks and usage/grammar handbooks, dictionaries, encyclopedias/biographical sources/atlasses; novels and short stories; articles from magazines and journals; newspapers, non-fiction books and textbooks from subject area fields. Some of these resources are designed explicitly for writing instruction and tend to reflect specific approaches to instruction; other materials provide resources for reflection, information and argumentation. Resources will obviously vary enormously in different instructional situations, but any class can generate its own range of materials and activities to stimulate topics and tasks for writing if the most up-to-date resources are not available.

5.1.3 Summary

Grabe and Kaplan (1996) considered issues, which are a product of research findings, which should be incorporated into planning when designing a writing curriculum. These include the text product, the writing process, the social context, research on instructional techniques, research and curriculum design, the role of the student, teacher training, role of writing teacher, the educational institution, the role of instructional materials, all these form the integral part for the designing a writing curriculum. Grabe and Kaplan (1996) elaborate on the above mentioned issues as follows:

The text product

The written product and formal aspects of writing cannot be disregarded in instruction and that the necessary purposeful communication can be achieved by making students aware of the importance of word structures and genre forms.

The writing process

It is suggested that good writers plan longer and have more elaborate plans, they review and reassess plans on a regular basis and they consider the reader's point of view in planning.

The social context

Grabe and Kaplan (1996) observe that the social context of the classroom, the interaction amongst students, the interaction among the teacher and students and the larger world outside the classroom, have a very important impact on the development of writing ability.

Research and instructional techniques

This kind of research relates to techniques like direct instruction, techniques for guiding the drafting and revising stages of writing and techniques for providing effective feedback on writing.

Research and curriculum design

The goal in curriculum design is to recognize that research occurs in contexts not typically equivalent to the language classroom.

The role of the student

Grabe and Kaplan (1996) point out that learners need to have positive approach and must have some empathy for the language they use, and learners need appropriate skills in order to carry out writing assignments. They must be able to control the language and manipulate it in response to varying needs.

Teacher training

In a writing curriculum, Grabe and Kaplan (1996) suggest that consideration need to be given to the strength and training teachers bring to the instruction. It should be established whether or not teachers are native speakers of that language whether they had training or have experience in teaching writing.

The role of the writing teacher

Grabe and Kaplan (1996) state that the types of tasks that the teacher must carry out in the course of writing instruction, as well as the role that many teachers bring to the classroom must be recognized. In planning a writing curriculum, the teacher must, at various times, be a motivator, an interpreter of the task, a designer of meaningful tasks, an organizer, a resource, a support person, an evaluator. Grabe and Kaplan (1996) highlighted that teachers need to show positive attitude, believing that students are capable of doing the work in the curriculum.

The educational institution

Grabe and Kaplan (1996) argue that in writing instruction, emphasis should not only be on the teacher but that the responsibility for what happens in the classroom must be shared with the institution in which the teacher functions and also with the system in which that institution is embedded.

The role of instructional materials

Grabe and Kaplan (1996) propose that resources for writing can be classified into texts, libraries, media, student-generated resources, activities and discussions. Texts for working with writing instruction will include rhetoric, writing texts, dictionaries, grammar handbooks and novels and short stories.

5.2 THE TEACHING OF WRITING AT SENIOR PHASE LEVEL (i.e. Grades 7, 8 and 9)

5.2.1 Introduction

Grabe and Kaplan (1996) argue that the senior phase student is one who is able to write on a basic level and use writing to learn a wide range of other academic information, someone who uses writing to learn about history, science, literature, social studies, mathematics, art and foreign languages. Learners at these levels must learn how to read from multiple sources and write from these sources. According to Grabe and Kaplan (1996) senior phase learners are continually gaining control over additional vocabulary and more complex sentence structure while also gaining a greater degree of stylistic maturity, a reflection of a growing sense of purpose and audience in their writing. The senior phase is seen as the secondary school learner roughly grades **7 to 9 (ages 13 – 15)**. These learners presumably have mastered the basic skills for composing simple messages and the mechanics of writing. They have also typically gained a fair amount of experience in writing narratives and expressive tasks. A similar subset of secondary learners has already gained a range of experiences. Writing various expository and argumentative tasks: these learners have developed strategies for organizing information in logical frames, which are appropriate for their purposes.

5.2.2 Themes for senior phase writing instruction

Grabe and Kaplan (1996) identify a set of 25 themes which is important for the development of writing abilities beyond a basic level. These themes extend and incorporate basic writing activities into the context of senior phase instruction. Further, these themes are intended to highlight critical issues for curriculum design and options for assignments, and they should be integrated within an overall instructional framework such as a content-based instructional framework.

Grabe and Kaplan (1996) propose that the themes for writing instruction are organized into five general principles:

1. Preparing learners for writing (themes 1-5)
2. Assisting and guiding writing (themes 6-10)
3. Working with writing (themes 11-15)
4. Writing for different purposes (genres) (themes 16-20)
5. Extending the writing curriculum (themes 21-25)

(a) Preparing for writing (themes 1-5)

According to Grabe and Kaplan (1996) the five themes discussed below highlight major approaches to building a writing curriculum and ways to prepare students for writing. These themes includes: Cooperative learning and group work; Content-based instruction as a framework for writing development; An awareness of audience; Free writing and brainstorming; Semantic mapping and graphic organizers. Together, the five themes offer students ways to prepare for writing and opportunities for generating many relevant ideas.

(i) Cooperative learning and group work (theme 1)

According to Grabe and Kaplan (1996) cooperative learning is a type of group work (though certainly not all group work is cooperative learning). The goal of cooperative learning is to engage students cooperatively in inquiry and interaction for the purpose of working towards some joint goal. It is a carefully structured approach in which all learners are responsible for the group outcome. Students in each group are assigned distinct roles: to direct the group; to promote interaction; to record progress; and to report to the outside

world. Students are engaged in solving problems together and supporting each other. The goal of the teacher is to model strategic behaviour, facilitate group interaction, monitor progress, and classify the problems and the means to solve them.

(ii) Content-based instruction (theme 2)

Grabe and Kaplan (1996) assert that content-based instruction is extremely effective for both content and language learning and particular for writing development Bartholomae and Petrosky in Grabe and Kaplan (1996). The basic goal is to keep content at the center of instruction and to build various languages learning activities and projects around major themes. Themes and projects should be interpreted broadly so that a variety of topics and tasks can be sequenced to meet learning objectives. Writing activities should develop directly out of the themes and allow for natural discussion of ways that different genres writing serve different purposes, they should also highlight the ways that appropriate language use supports specific genres and purpose for writing. Consider, for example: Speech 2: Mashamba TGG, paragraph 9 ...**loko ho kota ku endla leswi** (If we can manage to do this); **hikuva lomuya ka hina** (because there yonder, at our villages); paragraph 14 ...**leswi swi vulaka leswaku hina hi ti politicians** (this means that we are politicians). The underlined demonstrative devices were used to put more emphasis on the nouns they are referring. Content-based instruction is effective because students are motivated to learn both content and language. The various uses of language are not artificially developed but arise as part of the more general process of inquiry. A good way for a teacher is to develop content-based instruction is by collecting information and nominating useful themes for the class to explore.

(iii) Audience awareness (theme 3)

Grabe and Kaplan (1996) argue that senior phase learners need to focus greater attention on a consideration of audience. Writers need to recognize that readers also have expectations, attitudes, interests and objectives. Readers assume that texts will be organized in certain ways and that sufficient signals of the writer's intentions will be available in the writing. Audience awareness can be exhibited by the contents of speech 7 by Mabuza MC when she says **Eka mufambisi wa ntirho, Mong Mabu-Hlabirwa-a-Bauba, va chaviseki swirho swa mfumo wa xifundza ... vavanuna na vavasati** (program director, Mong Mabu-Hlabirwa-a-Bauba" the honorable members of the

provincial executive council... ladies and gentlemen). The writer further exemplifies the audience awareness when she states in paragraph 6 **Eka xifundza xa hina nile tikweni hi lava xiyimo xa le henhla xa vurhangeri bya ndhavuko lava tiyimiseleke ku antswisa ekhonomi, ni ku tlakusa mahanyele ya vanhu va vona** (In this province and elsewhere in the country, we need a quality of traditional leadership that is dedicated to the economic development and social upliftment of the communities it serves). This speech took its audience into consideration before it was written. Grabe and Kaplan (1996) further assert that audience factors may also include consideration of a number of variables; (i) whether or not the reader is known; the reader is an individual or group; the reader will evaluate the writing; the reader has approximately the same level of general knowledge; the reader knows a lot about the specific topic of writing; the reader will be empathetic; and whether the reader has a different power status. An attempt by learners to present an argument and provide reasons for the positions taken should be shaped to some extent by the various audience factors noted above.

(iv) Free writing and brainstorming (theme 4)

Grabe and Kaplan (1996) argue that free writing and brainstorming provide additional resources for student writing. Free writing, allowing learners to write for a short period of time on any chosen topic, is a useful way to get learners to find topics of interest, to recognize ideas of which they were not aware, and to nominate possible topics for writing activities. Free writing has a number of benefits for students writing:

- (a) It is not evaluated and learners can feel free to say what they want to about a topic or an idea.
- (b) It allows students to overcome writer's block and develop greater fluency in writing.
- (c) It is a good source for ideas that can be used for later writing assignments or future class activities.
- (d) It gives students a chance to explore, or become aware of their individual voice, how they write (how they sound) without conforming to some set of external constraints.

(v) Semantic mapping and graphic organizers (theme 5)

Grabe and Kaplan (1996) argue that through semantic mapping and graphic organizers, learners and teachers explore ways to examine the organizational framework of text and structure information. Semantic mapping (or webbing) is a well-known technique for generating information and using the information to develop an effective written text. This is exhibited by the following example from speech 2 by Senator TGG Mashamba. Topic-comment analysis in paragraph 1: **hi tlhelo ra mpimanyeto wa timali, mali leyi nyikiweke ndzawulo leyi i yi tsongoswinene** (In terms of the budget, the money allocated to the ministry is very little). He further says in paragraph 7 ... **eka mpimanyeto lowu, swi kombiwa kahle leswaku ku ta va na ku lavisisa na ku kurisa mintlangu liya ya xikhale** (In this budget speech it is clearly explained that a research program will be conducted with the aim of developing our traditional games). These clauses constitute comments that mainly support the main topic given. Grabe and Kaplan (1996) further assert that semantic mapping begins with learners generating words that they associate with a topic or central idea, as illustrated above. Graphic organizers are primarily intended to represent conceptual relations between sets of ideas. The term refers to visual structures, which organize information and guide reading comprehension and planning writing. There are many types of graphic organizers and many ways to use them. Grabe and Kaplan (1996) state that information can be organized into flow charts, hierarchical tree structures, classification arrays, charts, tables, figures, histograms, diagrams, matrices, maps or outlines. Graphic organizers can be used as pre-writing and as post-writing activities. The use of graphic organizers on a consistent basis should lend learners to use them independently to examine conceptual relations and organize information.

(b) **Assisting and guiding writing (themes 6-10)**

Grabe and Kaplan (1996) assert that the first themes addressed under this principle reflect the more challenging demands placed on senior phase writers as well as the more complex set of factors influencing writing activities and writing development. These themes include: Strategy instruction; peer response groups; the writing process; movement from controlled to free writing, and awareness of language and genre structure. These themes extend the notion that effective writing requires attention to both the process of working with text and the output, which convey the intentions, and ideas of the writer.

(i) Strategy instruction (theme 6)

Grabe and Kaplan (1996) assert that strategy instruction can be presented to the whole class or as part of small group activities. In either case, the most effective means for presenting writing strategies is through explicit modeling and follow-up discussions. The teacher can model a writing assignment by talking aloud while composing at the chalkboard or on an overhead projector. Students note important or interesting choices made and during the discussions after the composing activity, students ask the teacher about various aspects of composing. At the same time, the teacher is able to point out a number of conscious planning and composing strategies that her or she has used (e.g. audience awareness, added information). In this way, a number of important composing strategies are brought to a conscious level and consistent attention to these strategies becomes an important component of writing strategy instruction. An additional goal of strategy instruction according to Grabe and Kaplan (1996) is to have students consciously attempt important strategies on their own. In this approach, the teacher works with a group of students, taking turns composing aloud. As students compose aloud, they can explain the sorts of strategies they are using. Students can also focus on planning strategies, revising strategies, elaborating strategies, or evaluating strategies. Feedback from the teacher and other members of the group will highlight additional strategies used or not used. Consistent practice, with students taking the role of the teacher, will eventually lead to independent control over a range of writing strategies.

(ii) Peer response groups (theme 7)

Grabe and Kaplan (1996) state that the use of peer response groups is promoted at all levels of instruction, from beginning to advanced level. Peer response groups do not implicate a single method or technique, rather the approach can be carried out in different ways. The choices depend on the views of the teacher, the types of students and teaching situations and the time and resources available for instruction. Zhu in Grabe and Kaplan (1996) classifies five parameters of peer response approaches: small group vs large group; student-selected vs teacher assigned groupings, teacher-directed vs student-directed groups; role-specific vs non-role-specific groups; and oral response vs degree of teacher intervention. Spear in Grabe and Kaplan (1996) argues that effective peer response groups are task oriented, that is they stay on task, they focus on more global aspects of student writing, they give accurate and specific feedback, they interact as peers

rather than as surrogate teachers and students, they promote student trust and support for their writing efforts. Spear in Grabe and Kaplan (1996) discusses feedback in terms of three types: supporting feedback, challenging feedback and editing feedback. The first builds trust and support, the second provides way to rethink the ideas and the structure of the text, the third attends to the formal aspects of writing that typically are expected by readers.

(iii) The writing process (theme 8)

According to Grabe and Kaplan (1996) the writing process is seen as a major improvement over-traditional methods of writing instructions. The writing process is described as a five-stage process: pre-writing, drafting, revising, editing, and publishing. The first three steps will typically recycle as many times as needed. Grabe and Kaplan (1996) point out that activities which are usually associated with the writing process include brainstorming, semantic mapping, free writing, journal writing, reading class and group discussion, peer response, teacher conferences, mini lessons on aspects of language, revision and editing based on the student papers, and teacher feedback for revising and editing. The teacher facilitates topic selection and helps students to focus their writing activities, the teacher also helps students find further information and encourages them to develop their ideas before being concerned with formal editing.

(iv) Controlled, guided, parallel, and free writing (theme 9)

According to Grabe and Kaplan (1996) controlled writing can be as simple as changing a paragraph from first person to third person, filling in certain close gaps, adding a final sentence, combining simple sentences, or filling out an outline from a matching text. These and many other activities can be done not only with commercial materials but also with texts generated by students or by the teacher from previous joint or group writing. The gradual movement from controlled to free writing is, according to Grabe and Kaplan, meant to provide support for student writing, not to require error-free writing. As students practice various activities in controlled writing, they can also engage in guided-writing assignments in which they produce one of the paragraphs of an essay from information given, fill in an outline, or develop an essay from sentence combining. In parallel writing, students can read a simple model paragraph or two, fill in an outline that allows students to write on a parallel topic, then produce the one or two paragraphs. Free writing follows

from reading some model texts and writing either a similar text or a response of some kind. In this final step, students are not directly guided or supported through the text materials themselves. In this sequence, students are free to be creative, or to proceed without being completely accurate, as the teacher will allow.

(v) Awareness of language and genre structure (theme 10)

According to Grabe and Kaplan (1996) the functional-theoretical perspective on language emphasizes the relations among a theory of language structure, a social theory of language use, and their implications for literacy development, for example: systemic research points out ways that informational writing makes greater use of complex noun groups and nominatives many verbs and adjectives. It also demonstrates ways that argumentative writers rely on a modality system to provide the rhetorical power of persuasion. These aspects of written texts can be explored directly with students as they become aware of the different language resources, which can serve various purposes (Christie, 1990). This aspect can be exhibited by speech 5 by Mushwana OJ in paragraph 2 when he says **Hakunene, nhlango lowu wa ku ntshunxa vanhu l mhluri eka swilaveko swa hinkwavo lava navelaka vutomi byo antswa** (Truly, this liberation movement champions the interest of all who want a better life). He persuades people to support the ANC by saying in paragraph 8 **leswi swi twanana kahle ni milawu ni swilaveko swa mafambiselo lamantshwa ya mimfumo ya miganga** (This is in line with the constitution and requirements of new legislation on local government). Grabe and Kaplan (1996) argue that teachers need to be made aware of the patterns of language variation that serve writers purposes if they are to help students in this way. The issue is not whether language forms and structures are useful, but whether students can recognize the relations between language structures and the roles they play in conveying appropriate meaning. Such awareness of language as a resource gives students access to what Martin (1989) calls the discourses of power ways of writing by which people organize and influence the world around them.

(c) **Working with writing (themes 11-15)**

Grabe and Kaplan (1996) assert that as learners work on various writing tasks and projects, there are a number of supporting activities and skills that students can use and practice for their writing. In this section, five themes are presented for these purposes. (a)

Gathering information; (b) working with content-based material; (c) summary and response writing; (d) awareness of languages uses and (e) editing texts effectively. All these themes provide information and resources that allow students to develop more complex but more controlled writing.

(i) Gathering supporting information for writing (theme 11)

Grabe and Kaplan (1996) suggest that the most obvious way to gather information for writing is from discussions and books: books from home, from the class library, from the school library, from a teacher's special collection for a project. A popular option is for the learners to develop a survey or simple questionnaire and then hand the instrument out to other learners, to another class, to five (or more) friends, or to parents and relatives. Grabe and Kaplan (1996) suggest that surveys and interviews can also be used with people who work in the school. Short field trips also provide useful ways to use questionnaires and surveys developed by learners. This technique places some responsibility on learners collecting useful information. Writing letters and collecting brochures is another easy way to assemble a range of information on a topic.

(ii) Developing content-based instruction (theme 12)

Grabe and Kaplan (1996) argue that there are virtually unlimited options for creating content-based units and topics, which will engage learners and provide for a range of relevant writing activities. Teachers can designate a number of general content units within which a range of topics and projects can be nominated by the teacher and the students for further investigation. Such content-units and topics can explore personal values, activities and pastimes world and national affairs, scientific discoveries and technologies, famous and important people, people and communities, foods, mediaries, etc. Teachers can begin planning by selecting a set of major content-based units and gathering resources for a class library. Student resources and library materials can supplement these resources. Grabe and Kaplan (1996) state that teachers and learners can explore possible topics and projects by considering curriculum requirements, learners' interests, values clarification exercises and informational resources available to the class. Content-based units can cover a wider range of issues and topics, and they can be the source of a set of projects and writing tasks. In most cases, these content-units can be

used to bring in information from other classes and to incorporate that information into the writing and information gathering activities.

(iii) Summaries and responses

According to Grabe and Kaplan (1996) writing summaries and responses to information are relatively well-accepted practices in the senior phase and constitute an important strategy for academic learning at higher levels. Summary writing can begin as a controlled or guided activity. One good beginning exercise is for learners to complete summaries that only need one or two more sentences. Alternatively they can write summaries that involve sentence combining of given structures. They can also write a summary that is parallel to an example summary, or write a summary.

Grabe and Kaplan (1996) propose that responses can begin with the simple task of learners writing what they thought, or felt, with respect to some discussion or information source. As learners become more comfortable with summary writing, they can add an evaluative paragraph of three or four sentences following a summary which may represent a critique of the summary information, a supporting commentary on the summary, or argue a position noted in the summary. Response writing provides a way into more complex persuasive and argumentative writing it does not demand any complex arrangements of arguments and counter arguments because the response is primarily a continuation of the summary. Both summary writing and response writing need to be practiced in meaningful contexts so that they are seen as purposeful writing activities and skills.

(iv) Awareness of language uses (theme 14)

According to Grabe and Kaplan (1996) learners need to be made aware of the role of language in various less-standard environments. Learners can engage in activities, which make use of their expertise and provide training through cognitive apprenticeship. Heath in Grabe and Kaplan (1996) explores ways to make learners aware of language and reflective towards its uses by making them experts in language teaching and language-based projects. Heath in Grabe and Kaplan (1996) reports on the use of drama and play writing in community centers as a strong source of oral and written language development. Learners write their own plays and perform them for real audiences. In the process, they devote considerable amounts of time to literate activities and demonstrate skills, which are

not reflected in their performance with school-based literacy activities. These activities lead learners to reflect on oral and literate uses of language, and in the process, lead learners to work much more intensively with written language than they would as learners in their own class.

(v) Editing (theme 15)

Grabe and Kaplan (1996) maintain that editing should occur in the final stages of writing. It represents an effort to make the writing acceptable to a critical audience. Editing involves checking a wide variety of surface aspects of the text: punctuation, capitalization, hyphenation, page formatting, titles and subtitles, spelling, appropriate word choice, grammatical, sentence structure, and a coherent sequence of information. At a fairly early stage in the educational curriculum, teachers need gradually to show learners basic conventions of writing. Learners are well aware that there are conventions in writing to which edited texts all conform. This aspect is exhibited by most speeches in this study. For example in Speech 3 Mr CE Mushwana in paragraph 1 writes **Eka Mukhomeri wa Chanselara, DK. Chabalala; Mukhomeri wa Nhloko ya kolichi, DK. O'Connel; Mulawuri wa xifundza xa dyondzo, NK. Machimana, na swirho swin'wana swa ndzawulo ya dyondzo; Tinhloko ta tikholichi tin'wana; Vadyodzisi va kholichi ya Tivumbeni; Vatswari; La va nga ta kuma tidiploma; Vaendzi hinkwavo; Vanhu va tiko ra hina** (Acting chancellor, Dr Chabalala; Acting Vice chancellor, Dr O'Connell; Regional Director for Education, Mr MaChimana; and other Departmental officials, Rectors of other Colleges, Tivumbeni College lecturing staff, parents, Diplomandi, Distinguished guests, fellow South Africans). He further concludes his speech by saying **Inkomu** (I thank you). This should be the end product of any writing after editing.

(d) **Working with different types of writing (themes 16-20)**

In this section, five text types are explored: (a) autobiographies, and biographies; (b) surveys and questionnaires; (c) newspaper writing; (d) informational reporting; and (e) personal writing.

(i) Autobiographies and biographies (theme 16)

According to Grabe and Kaplan (1996) one effective way to develop fluency in learners writing is to have learners explore issues related to themselves and their histories, and then extend these explorations to other people. One simple activity is to have learners describe and discuss important events in their lives. The events can be displayed as a group project, as a brief autobiography of three sentences can accompany important moments in their lives, and each event description. They can write autobiographies describing who they are, where they are from, what they are currently doing, and what their interests and hobbies are. Other activities, which will result in an autobiography, include writing about an important accomplishment in their lives.

As an alternative to the project above, Grabe and Kaplan (1996) propose that learners can write biographies based on the study of biographies of one or two other persons. Learners can choose someone from a content-based unit and write a brief sketch of that person. This activity can center on an important person, a person the learners admire, a famous person (e.g. a TV actor) or someone in history whom the learners would have liked to meet, for example: This can be exhibited by speech 7 by Mabuza MC in paragraph 3 when she says about the biography of chief Sekhukheme I **Ku tlula makume-ntlhanu wa malembe, Sekhukhune wo sungula a a ri yena nghwazi ya tipolitiki ni tinyimpi eka Transvaal hinkwayo, vunghazi bya yena byi vonakile loko a hlula 1400 wa masocha ya mabunu lava ava lwa hi swibamu na tiganuni ta matimba e Thaba Mosega. Nyimpi leyi yi tsariwile eka tibuku ta matimu ya misava hinkwayo ti “archives” ta hina ti tele hi mahungu ya vunghwazi bya hosi Sekhukhune I. Xikarhi ka Malambe ya 1877 na 1879 u hlurile hi tinyimpi tinharhu hi ku landzelelana, tinyimpi ta Manghezi, a kondza a hluriwa hikwalaho ko tala ka masocha, na switlhavana leswi aswi kongomiseriwe yena ni tinhenha ta yena** (For more than half a century Sekhukhune I dominated the political and military scene in the former Transvaal Colony. His famous military victory at Thaba Mosega over a 1400 strong Boer army armed with sophisticated rifles and cannons were recorded in international publications and history books. Our archives are full of his historic tales. Between 1877 and 1879 he inflicted three successive defeats on the armies of the British colonies until he was subdued by the sheer weight of numbers and weaponry pitted against him and his brave warriors). This is a short biography of Chief Sekhukhune I. Learners can then use biographies to consider

what events, information, and organizational goals would be necessary to write an autobiography in a similar way.

(ii) Surveys and questionnaires (theme 17)

According to Grabe and Kaplan (1996) surveys and questionnaires provide important ways to gather information and serve as useful resources for many other writing activities. They can be used to collect information about people and their opinions about events, rules, politics, society, schools, etc. These sets of information allow learners to make comparisons and draw conclusions. They can also be used to gather information on specific individuals, events, and situations for more careful analysis, thus, learners can use these information for writing job descriptions, biographies and procedures and techniques.

Grabe and Kaplan (1996) state that surveys and questionnaires, however, require careful planning and writing if they are to be used successfully. Planning needs to begin with class discussion of specific goals for information collection. The learners and the teacher then have to design questions that will be clearly understood and easy to answer. Attention has to be paid to the number of survey items or questions so that the questionnaire is manageable.

(iii) Newspapers and media (theme 18)

According to Grabe and Kaplan (1996) writing for newspapers, for plays, for TV episodes and commercials, and for class anthologies all extend writing into different text types. The newspaper genre actually comprises a number of text types. Learners can write a sports column following their favourite school or professional teams. They can also write profiles of famous sports stars for a monthly newspaper. Other students can be in charge of an editorial and letters-to-the-editor page. These writing tasks require learners to summarize and critique events of importance to the class and school. Grabe and Kaplan (1996) suggest that other media genres can also provide many useful writing activities for learners. Learners can use information from a content unit to write a play, involving events and people being studied in other parts of the school curriculum. The play can add a creative option to exploring characters, personalities, and other information. In all cases of media writing, it is important to let learners create the scripts and critique each other.

These text formats offer students responsibility and demand acceptable performances in front of their peer audiences.

(iv) Informal reports (theme 19)

Grabe and Kaplan (1996) assert that the writing of informal reports requires students to present information according to the acceptable formats. These could include (a) comparing and contrasting different issues, events, results, outcomes or processes. For example in Speech 4 by Mabuza MC on gender equity, she states **Mpimanyeto wa vanhu lava ha tiyeke ku tlakusa ikhonomi eka Phorovhinsi hi 1999 yi komba ntsengo wa 623 997 wa vavanuna na 644 425 wa vavasati, loko mpimanyeto wa hinkwavo lava tirhaka eka Phorovhinsi hi Mawuwana 2000 a wu ri 55 738 wa vavanuna na 59 312 wa vavasati.** (Projected estimation of economically active population in the province in 1999 reflects a total of 623 997 male and 644 425 female, whilst the projected employment figures of the province during July 2000 were 55 738 males and 59 312 females.) Format (b) Writing about posed or real problems, uncovered during information collection and explaining them in terms of a problem-solution organization, or (c) writing about a process, or a concept that is complex and requires definitions, descriptions and examples are also mentioned by Grabe and Kaplan. The essence of information reporting is organizing information into patterns of arrangements that are expected and understood by readers. For example, this is exhibited by Speech 4 by Mabuza MC when she reports on the imbalances that are observable in the public sector with regard to gender. There she says **Xikombiso eka xiphemu xa mintirho ya mfumo eka Phorovhinsi, ehenhla ka varhangeri lava le henhla va 126 ko va 20 lava nga va ka manana ntsena. Ehenhla ka varhangeri va le xikarhi va 728 ko va 202 lava nga vavasati.**

Tindzawulo	Rimbewu	Tinhlayo
1. Hofisi ya Phirimiya	Vavanuna Vavasati	15 7
2. Mfumo wa tindhawu na tiyindlu	Vavanuna Vavasati	7 3
3. Timali, swa ikhonomi na timhaka ta vaendzi	Vavanuna Vavasati	16 0
4. Dyondzo	Vavanuna Vavasati	19 3
5. Vurimi na mbango	Vavanuna Vavasati	10 1
6. Mintirho ya vanhu	Vavanuna Vavasati	11 0

7. Vutleketli	Vavanuna	5
	Vavasati	1
8. Rihanyi na swa nkoka	Vavanuna	16
	Vavasati	3
9. Vuhlayiseko na Vuyimeri	Vavanuna	2
	Vavasati	1

Total Vavanuna = 100
Vavasati = 20

For instance, in provincial public sector, out of 126 senior managers, only 20 are female. And out of 728 middle managers, only 202 are women. The scenario presents itself as follows:

Department	Gender	Figure
1. Office of the Premier	Male	15
	Female	7
2. Local Government and Housing	Male	7
	Female	3
3. Finance, Economic Affairs and Tourism	Male	16
	Female	0
4. Education	Male	19
	Female	3
5. Agriculture and Environment	Male	10
	Female	1
6. Public Works	Male	11
	Female	0
7. Transport	Male	5
	Female	1
8. Health and Welfare	Male	16
	Female	3
9. Safety, Security and Liaison	Male	2
	Female	1

Total: Males = 100
Females = 20

Grabe and Kaplan (1996) assert that learners need to be made aware of the options and possibilities available to them as they report and synthesize information. Basic patterns of arrangement include: definition, classification, cause and effect, comparison and contrast, problem solving and analysis.

(v) Personal writing (theme 20)

Grabe and Kaplan (1996) argue that the most direct form of personal writing which learners can practice are diaries, journals and learning logs. In the case of journals and logs, the writing is more responded to than evaluated. These forms a personal writing may be very useful for generating ideas and topics for other types of personal writing as well as for finding sources of interest for thematic units and larger projects. Plays, autobiographies, personal information, gathering, and free writing all provide potential avenues for personal writing. Learners involved in a content-based unit or a project can also use personal writing to decide what is most interesting, most important, or most disturbing about the information being used to develop the unit. In writing responses to reading assignments or group work, learners can examine and reflect on the information that was most striking.

(e) Extending writing (theme 21-25)

Grabe and Kaplan (1996) discuss five themes which represent useful extensions for writing practice. Each theme could also be used to support content-based units and task-based curricula. The themes include: (i) sentence combining, (ii) portfolios, (iii) values classification activities, (iv) double-entry notebooks and (v) learners' presentation. These themes provide ways to expand learners' resources and to explore the form and the content of their writing.

(i) Sentence combining (theme 21)

According to Grabe and Kaplan (1996) learners need to become aware of the possibilities for varying structure, combining ideas, and highlighting and back grounding different sets of information. Sentence combining activities build writing fluency, improve tacit knowledge of structure, promote flexibility, and allow for more complex writing. Sentence combining should not be treated as a grammatical matter, but should instead be seen in a discourse context, recognizing the function of the output combination within the larger text structure. Grabe and Kaplan (1996) propose that sentence combining adds an important component to writing skills and instruction. It is best generated out of the writing of the learners as well as the supporting material used in content units and curriculum projects. Using this approach within a meaningful context is more likely to motivate learners and

lead to greater fluency and complexity in learner writing. Consider the following examples of sentence combining and highlighting back grounding different sets of information.

- (a) Sentence combining for varying ideas. Speech 8 by Mabuza MC. The writer states that in paragraph 6 **Leswi a hi swikongomelo leswi nga fikeleriwaka namuntlha, kumbe kungu leri ri nga susumetaka hi mfumo wu ri woxe** (There are no goals that can be achieved overnight, nor can the process be driven by the government alone). In this sentence, two sentences that complement each other are combined by conjunction **kumbe** (or/nor).
- (b) Highlighting of important issues. This aspect is evident in Speech 2 by Mashamba TGG when he repeatedly states **A hi famba hi khandziya magava, hi thya ncuva, hi famba hi ya eku khideni milambu ya ha khuluka kahle, a hi famba hi ya ba swibakele, a hi famba hi ya eku hloteni, a hi famba hi tlanga mintlangu yo tala** (We used to go and ride heifers, we used to go and play stone games, we used to go and swim in rivers, we used to go and play bare fisted boxing, we used to go and hunt, we used to go and hunt, we used to go and play many games). This repetition highlights the freedom that was enjoyed long ago before the apartheid restriction laws.

(ii) Portfolios (theme 22)

Grabe and Kaplan (1996) state that portfolios are seen as a place to store all writing activities that include creative input from the learner. These portfolios can be visited regularly by learners who are free to work on any piece of writing already in the portfolio. One learner can also share some pieces of writing with another learner and ask for a response. Between peer feedback and their own later reassessment of pieces in the portfolio, learners learn to become more critical of their own writing and begin to discriminate between more and less interesting writing. According to Grabe and Kaplan (1996) portfolio assessment involves the presentation of final work to the teacher for evaluation. In this case, learners recognize the need to present their best work and to make final revisions. This type of writing evaluation gives language minority and at risk learners a better opportunity to present their best work without the time pressure of examination writing or of a grade based on a single writing.

(iii) Values clarification (theme 23)

Grabe and Kaplan (1996) assert that as learners begin to deal with more complex issues and topics, many of these topics will include difficult problems and dilemmas which need to be examined thoughtfully as part of the writing experience. Initially, the teacher through specific exercises can propose such problems. The goal, however, is to have learners recognize and raise problematic issues and dilemmas independently as they work with more complex information. On a basic level, several types of activities can be used to generate problem posing and possible solutions. Topics for this purpose could include: reasons for banning some objects, chemical, activity, or habitual practice in a given setting, finding ways to conserve resources such as water used in the home or school, working through a dilemma that is posed, and/or trying to see a situation from the perspective of another person. Learners can use the results to explore general attitudes and values and compare group results to their own views.

(iv) Double-entry notebooks (theme 24)

Grabe and Kaplan (1996) argue that when learner uses journals in classes, one option is to have learners write only on the right-hand side of the notebook. The left hand side is then free for other learners (or the teacher) to write comments after reading the entries. This double-entry approach can be used for learning logs, note taking, and interactive journals with the teacher, and journals that are shown to other learners. The double-entry concept can easily be extended to other writing formats. Rough drafts can be written only on one side of the page. Responders can then add comments and suggestions in a way that is immediately accessible. Learners can also return to their own writing and have sufficient space to respond with additional information, revisions, or critical commentary. In this way, learners learn to return to their own work and develop the habit of resisting their ideas.

(v) Presenting the text (theme 25)

Grabe and Kaplan (1996) propose that when students have completed their writing tasks and need to use the text for additional purposes and different audiences, a good general approach is to present the writing to others. Presenting texts can vary: reading a text out loud to a group or to the class, performing a script, making a video, recording an

advertisement, trying to make a sale, publishing a book and reading from it, putting on a debate, or providing a public poster session in which each student has to explain his or her poster to others.

5.2.3 Summary

In this section, the discussion dealt with proposals of Grabe and Kaplan (1996) who highlighted 25 themes for writing instructions. These themes are grouped into a block of five, each with its overall theme i.e.: preparing for writing (themes 1-5); assisting and guiding writing (themes 6-10); working with writing (themes 11-15); working with different types of writing (themes 16-20) and extending writing (themes 21-25). Grabe and Kaplan (1996) consider the following theme:

Preparing for writing: (i) Cooperative learning and group work. Grabe and Kaplan (1996) regard cooperative learning as a type of group work although not all group work is cooperative learning. Of great importance is that the goal of cooperative learning is to engage students cooperatively in inquiry and interaction for the purpose of working towards some joint goal. (ii) Content-based instruction: Content-based instruction is a very effective method in both content and language learning, particularly for writing development. (iii) Audience awareness: Grabe and Kaplan (1996) maintain that for senior phase students, focus on audience is important since readers expectations, attitudes, interests and objectives have to be taken into considerations. (iv) Free writing and brainstorming. This refers to free writing when a teacher suggests a general idea and students write on anything relevant to the idea whereas brainstorming activities refers to where students can reflect on some event or concept and discuss it as a class. (v) Semantic mapping and graphic organizers. Semantic mapping is a well-known technique used to generate information while graphic organizers represent relations between sets of ideas, while graphic refers to visual structures, which organize information, and guide reading comprehension and planning for writing.

Assisting and guiding writing. (i) Strategy instruction: Grabe and Kaplan (1996) argue that focus on writing strategies like summarizing and revising is an effective way to be considered to prepare students for independent strategy use. (ii) Peer response groups: This theme is widespread in writing instruction and used from beginning to the advanced level. (iii) The writing process: Grabe and Kaplan (1996) describe the writing process as a

five-stage process, which includes pre-writing, drafting, revising, editing and publishing. (iv) Controlled, guided, parallel and free writing: This entails the guiding of students on how they can write, they can do parallel writing where they read a simple model paragraph or two, fill in an outline that allows them to write on a parallel topic and produce one or two paragraphs. (v) Awareness of language and genre structure: Grabe and Kaplan (1996) point out that there is a relation between a theory of language structure, a social theory of language use and their implications for literary development.

Working with writing: (i) Gathering supporting information for writing. This is done through discussions and books, which can be obtained at home, in the library or from a teacher's special collection for a project. (ii) Developing content-based instruction: Grabe and Kaplan (1996) state that options to create content-based unit and topics which will engage students and provide them with relevant writing activities are unlimited, teachers can develop this on their own. (iii) Summaries and responses: This theme concentrates on organizing and controlling information for later use. (iv) Awareness of language uses: Drama, play writing and ethnographies, of spoken and written language are regarded by Grabe and Kaplan (1996) as activities which can provide ways to raise student awareness of appropriate language use. (v) Editing: Grabe and Kaplan (1996) maintain that there should be emphasis on editing at some point in writing instruction and in the writing process, ensuring that what has been written fits conventions and formats appropriately.

Working with different types of writing: (i) Autobiographies and biographies: Students can develop fluency if they are required to write about themselves and their histories, or write about other peoples' lives. (ii) Surveys and questionnaires Grabe and Kaplan (1996) observe that surveys and questionnaires provide important means for gathering information and serve as useful resources for many other writing activities. (iii) Newspapers and media: According to Grabe and Kaplan, newspapers and media are another source for gaining writing practice where students write for media. This can be done by writing for a class newspaper or a newsletter. (iv) Informational reports: Grabe and Kaplan (1996) observe that the essence of informational reporting is organizing information into patterns of arrangement that are expected and understood by the reader. (v) Personal writing: Personal writing includes diaries, journals and learning logs, plays, autobiographies, personal experience and free writing.

Extending writing: (i) Sentence binding. Grabe and Kaplan (1996) argue that it is important for students to become aware of the possibilities for varying structure, combining ideas and highlighting different sets of information. Students must be encouraged to recognize these options and writing. (ii) Portfolios: Grabe and Kaplan (1996) assert that portfolios can be seen as a place to store all writing activities that include creative input from the student. (iii) Value classification: Grabe and Kaplan (1996) suggest that an important approach to value classification is to allow students to list their important activities, most valued friends, most interesting television shows, favourite food or least favourite activity. (iv) Double-entry notebooks: Grabe and Kaplan (1996) suggest that if students use journals in classes, they can write only on the right-hand side of the notebook leaving the left-hand side free for other students or the teacher to write comments after reading the entries. This is called the double-entry approach, which can be used for note taking and interactive journals with the teacher. (v) Presenting the text: Grabe and Kaplan (1996) explain that after completing their writing tasks, students will then need to use the text for additional purposes and different audiences, this is what is meant by presenting the text and it can vary. For example, a text can be read aloud to a group or to the class, a script can be formed, a video can be made or there can be a recording of an advertisement, there can be a debate or a public poster session where each student can be allowed some time to explain his or her poster to the audience.

5.3 DISCUSSION OF SENIOR PHASE LEARNING OUTCOMES 4 AND 5

5.3.1 Introduction

The discussion on this section relates to the outcomes and assessment standards of the languages learning field in Curriculum 2005 adopted in South Africa. References below are aspects of the content specifications of this Curriculum are taken from the draft version of Curriculum 2005 for the learning field of languages issued in 2002. In the senior phase, learners must consolidate what they have learnt in earlier grades, and prepare for further education and the world of work. They need to use language for public, formal and educational purposes. Through language, learners should be informed about: career and further learning opportunities and their rights and responsibilities as citizens in a democratic multicultural society. The focus of this phase is on consolidation and extension of language and literacy. By the end of grade 9, learners should be (i) able to read and write for a wide range of purposes, formal and informal, public and personal; (ii) keen,

flexible readers, who can find and evaluate information for themselves; (iii) active, critical listeners and confident speaker of the language, and sensitive to their audience; (iv) able to analyze language, understand how it works, and use it for their own purposes.

Senior phase learning Outcome 4: Writing

The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes. Writing is both a means of reflection and learning and a mode of communication. It is often the mode for assessing learners, and it is therefore very important for further education and employment.

Senior phase learning Outcome 5: Thinking and reasoning

The learner is able to use language to think and reason and access, process and use information for learning. More developed thinking skills and information literacy are the gateway to life-long learning and achievement of the critical and developmental outcomes.

5.3.2 Texts

Learners in grades 7, 8 and 9 should read and view a wide range of both South African and International texts, including set works. The Department of Education must provide the titles of set works.

- (a) Grade 7: Short stories, autobiographies and biographies, short novels, poetry, one and two act plays, folklore (where appropriate), myths and legends, a selection of shorter texts such as magazines, newspapers, advertisements, posters, radio talks.
- (b) Grade 8: Short stories, poetry, plays, folklore (where appropriate), film study, a selection of shorter texts such as magazines, newspapers, advertisements, posters, brochures, speeches, radio talks, TV shows and music videos.
- (c) Grade 9: Short stories, a full length novel, poetry, three-to-five-act play, folklore (where appropriate), film study, a selection of shorter texts, such as magazines, newspapers, advertisements, speeches and lectures, radio dramas, TV dramas and documentaries, and music videos.

- (d) The content of texts: From the full range of texts covered, the learner should be exposed to rich and appropriate social and historical settings that develop understanding of the heritage of the language. Complex plots and sub-plots, rich in irony; Challenging and stimulating themes that develop critical understanding of values; Dynamic characters in well-developed relationships; Analysis of stereotypes and bias to develop critical thinking; Appropriate and varied mood, tone and register; Varied styles with a variety of sentence structure; Challenging vocabulary and appropriate use of the idiom of the language; A range of figurative and idiomatic language; A variety of poetic forms in the poems chosen; Visual texts (including films), that illustrate elements such as the use of colour and black and white, the importance of composition, lighting, tone of photography and zooming and close-ups. A variety of language use and issues: (i) The use of manipulative language; (ii) The language of specific age groups; (iii) Analysis of racist and sexist language; (iv) The influences of language on one another.

5.3.3 Assessment standards for learning Outcome 4

Grade 7

We know that the learner has achieved the outcome when the learner:

- (a) Writes a range of texts for self expression:
- Entertains the reader by developing imaginative writing (e.g. narrative and descriptive composition, diaries, journals, friendly letters, dialogues, poems and songs).
 - By using action and description, reveal character, establishes the setting and develops the story in creative writing.
 - Writes playfully and creatively to express imagination, ideas and feelings for self and others (e.g. cartoons, limericks).

(b) Writes a range of factual texts to convey information:

- Uses visuals and designs (such as graphs and tables), where appropriate (e.g. eye-witness account, letter of complaint).
- Produces multi-media texts (e.g. advertisements, posters)
- Writes balanced and objective reports (e.g. book review, reports on research, topics should include the environment and content of other learning areas).

(c) Applies the writing process in all written texts:

- Develops ideas through brainstorming, mind maps, flow charts and lists.
- Uses other texts as models for writing
- Develops a topic by selecting relevant information from relevant sources.
- Produces increasingly complex drafts.
- Considers the reader, and revises for style, structure and accuracy.
- In revision, eliminates bias and stereotyping.
- Revises, edits and proofreads own writing and writing of others.
- Shows sensitivity to the rights and feelings of others during the process, and affirms their efforts.
- Develops his/her own personal style through critical analysis of own and others' work.
- Produces final product and reflects.

(d) Demonstrates knowledge of the aspects of language in context:

- Spells high frequency words (e.g. creates own lists, uses dictionary and thesaurus).
- Extends knowledge of word formation (e.g. suffixes and prefixes).
- Develops vocabulary on a daily basis – keeps own personal dictionary, particularly of words across the curriculum.
- Works with word classes (e.g. adjectives, adverbs).
- Changes forms of words (e.g. noun to verb)
- Uses words that link with other words and link sentences and paragraphs (e.g. conjunctions and prepositions).
- Demonstrates critical language awareness (e.g. does not use “he” to refer to all people).

- Uses punctuation to clarify meaning (e.g. commas, inverted commas, apostrophe).
- Uses suitable subordinate clauses.
- Clarifies ambiguity (e.g. unrelated participle)
- Uses variety of sentence lengths and types
- Uses active and passive for appropriate purposes.
- Changes tenses consistently and appropriately.
- Recognizes topic words for paragraphs and thus identifies main points.
- Uses pronouns and conjunctions to link with previous paragraphs.
- Chooses grammar and vocabulary appropriate to the text structure (e.g. in instructions and procedures, uses imperatives and linking words to sequence information: "First, take the eggs and break them into a bowl. Then, using a fork and whisk them."

Grade 8

We know that the learner has achieved the outcome when the learner:

(a) Writes a range of texts for self-expression

- Entertains the reader by developing imaginative and expressive writing (e.g. narrative and descriptive compositions, dialogues, poems, songs, letters).
- By using action and description, reveals character, establishes the setting and develops the story in creative writing.
- Writes creatively to express imagination, and ideas and feelings (e.g. new games, song lyrics).
- Brings different ideas and issues together in texts (e.g. magazine articles, discussion essays).

(b) Writes a range of factual texts to convey information:

- Uses visuals and designs (such as graphs and tables) where appropriate (e.g. eye-witness account, letter of complaint, letter to the press).
- Writes balanced and objective reports on challenging issues such as HIV/AIDS and environmental issues (e.g. recount of events, reports on research in all learning programmes).
- Produces multi-media texts (e.g. pamphlets and posters).

(c) Uses the writing process in all written texts:

- Develops ideas through brainstorming, mind-maps, flow-charts and lists.
- Plans and develops a topic by selecting relevant information and organizing ideas after consulting a wide range of relevant sources.
- Uses other texts as models for writing.
- Produces increasingly complex drafts.
- Considers the reader, and revises for style, structure and accuracy.
- In revision, eliminates bias and stereotyping.
- Revises, edits and proofreads own writing and writing of others.
- Shows sensitivity to the rights and feelings of others during the process, and affirms their efforts.
- Develops his/her own personal style through critical analysis of own and others work.
- Produce final product and reflect.

(d) Demonstrates knowledge of the following aspects of language in context

- Spells high frequency words, creates own spelling lists, uses dictionary and thesaurus, learns complex polysyllabic words.
- Develops vocabulary on a daily basis, keep own personal, dictionary, particularly of words across the curriculum
- Uses words that link with other words and link sentences and paragraphs (e.g. prepositions, conjunctions).
- Demonstrates critical language awareness (e.g. that “we” can be used to position readers: “we know that women are more intelligent than me”).
- Uses a range of strategies for word formation (e.g. adjective to adverbs).
- Uses appropriate figurative language in writing.
- Uses full range of punctuation to clarify meaning (e.g. colons, semi-colons).
- Considers the use of subordinate clauses.
- Uses variety of sentence lengths and types, realizing when to use short direct sentences.
- Explore different ways of using the verb to influence meaning (e.g. use of passive in scientific texts).

- Uses conditionals and different moods for speculation and hypothesis (e.g. “if only I were older”).
- Uses pronouns and conjunctions to link with previous paragraphs.
- Chooses grammar and vocabulary appropriate to kinds of text (e.g. in descriptions of a process, use the passive voice to put the thing described in topic position: “Gold is mined in South Africa”).

Grade 9

We know that the learner has achieved this when the learner:

(a) Writes a range of texts for self-expression

- Entertains the reader by developing imaginative and expressive writing (e.g. narrative and descriptive compositions, dialogues, poems, songs, letters).
- Entertains the reader by developing imaginative or unusual treatment of familiar material (e.g. updating traditional tales, reversing of stereotypes in fairy tales).
- By using action and description, reveals character, establishes the setting and develops the story in creative writing.
- Brings different ideas and issues together in texts (e.g. magazine articles, discussion essays).

(b) Writes a range of factual texts to convey information:

- Uses appropriate visuals and designs (e.g. email, faxes, memoranda, eye-witness account, newspaper reports, curriculum vitae, agenda and minutes of a meeting).
- Writes balanced and objective reports on challenging issues such as HIV/AIDS and environmental issues (e.g. book or film review, reports on research in all learning programmes)
- Converts information by producing visual material such as advertisements and posters (including tables and graphs where appropriate).

(c) Uses the writing process in all written texts:

- Develops ideas through brainstorming, mind-maps, flow-charts and lists.
- Uses a wide knowledge of other texts as models for writing.

- Shows expertise in producing increasingly complex drafts.
- Analyses the effect on the reader, and revises for style, structure and accuracy.
- In revision, eliminates bias and stereotyping.
- Revises, edits and proofreads own writing and writing of others.
- Shows sensitivity to the rights and feelings of others during the process, and affirms their efforts.
- Develops his/her own personal style through critical analysis of own and others work.
- Produce final product in different formats, and reflect.

(d) Demonstrates knowledge of the following aspects of language in context

- Spells high frequency words, creates own spelling lists, uses dictionary and thesaurus, learns complex polysyllabic words.
- Develops vocabulary on a daily basis, keep own personal, dictionary, particularly of words across the curriculum, uses increased vocabulary to avoid clichés.
- Recognizes connotative meanings, denotative meanings, implied meanings and multiple meanings.
- Demonstrates understanding of meaning and style by using appropriate figurative language.
- Uses terms effectively that show the development of a line of thought (e.g. however, consequently, furthermore).
- Uses full range of punctuation to clarify meaning (e.g. quotations, italics).
- Reviews the meaning, clarity and organization of complex sentences in own writing.
- Uses variety of sentence lengths and types.
- Explore different ways of using the verb to influence meaning (e.g. passive and active)
- Uses tenses to change the focus (e.g. present tense to show immediate actions).
- Uses conditionals and different moods for speculation and hypothesis (e.g. If i were you, i would...)
- Explores the way pronouns, prepositions and conjunctions can reveal and re-enforce meaning within and between paragraphs in different types of text.
- Chooses vocabulary and grammar appropriate to particular kinds of text (e.g. in writing poems: uses figurative language, imagery and words and sentences that create rhythm).

5.3.4 Assessment standards for learning Outcome 5

Grade 7

We know that the learner has achieved the outcome when the learner:

(a) Researches and processes information:

- Defines the information needed.
- Collects and selects ideas, and put them in a suitable format (e.g. list).
- Listens, reads, views and records main message of texts (e.g. note-taking, summarizing).
- Changes information from one language into another (translation).
- Organizes information appropriately (e.g. by time, importance).
- Compares different points of view, and identifies differences and similarities.

(b) Reasons

- Infers and deduces meaning, and explains the intentions of the author by interpreting written, visual and oral texts (e.g. why did the author write or say this?)
- Explains cause and effects (e.g. This happens because...)
- Expresses and develops a clear personal view.
- Supports an argument with statistical and other evidence.
- Gives a prepared talk or write a text which is well introduced, clearly structured and has a convincing conclusion.

(c) Investigates and explores

- Questions ideas and theories from across the curriculum.
- Weighs options by deciding which of 2 alternatives is the better choice.
- Uses language structures to express complex thought (e.g. the use of conditionals: "If resources were shared fairly, we might have less crime")
- Works with others to solve problems and make deductions.
- Changes the mode of information (e.g. from graphs to written form).

(d) Thinks creatively

- Visualizes, predicts, fantasizes and empathizes for sense and meaning.
- Uses writing to develop ideas (e.g. journals, brainstorming techniques, mind-maps).
- Images possibilities and alternatives to expand thinking (hypothesis and speculates).
- Considers differences and use them creatively (e.g. in experience, culture, interests and personality)
- Uses language across the curriculum to solve problems (e.g. switches languages).
- Compares how different languages express terms in different learning areas, and create links to help understanding and assist in problem solving.

(e) Analyses and evaluates

- Reflects critically by sharing ideas and comparing views with others.
- Reviews the content, strengths and weaknesses of a text, and gives a thought-through response to it.
- Understands and uses terms for comparison (e.g. similarly, mostly).
- Tests work by sharing it with target audience, and then refines it.
- Reflects on what is heard to ask questions and challenge views expressed.
- Acknowledges the views of others, justifies his/her own views, and modifies them where relevant.

(f) Synthesizes:

- Evaluates his/her own contribution and compares it with the work of others.
- Chooses best features of work of individuals and synthesizes contributions of the group into a whole.
- Works on integrated projects across learning areas and produces a synthesized product.

Grade 8

We know that the learner has achieved the outcome when the learner:

(a) Researches and processes information:

- Locates and accesses information from a wide variety of sources (e.g. radio, internet, written texts from libraries, with use of Dewey classification system, bibliographic information, glossaries and indexes.)
- Experiments with different kinds of note-taking and note-making (e.g. taking notes under different circumstances, using abbreviations for speed)
- Extracts and synthesizes information, using listening, reading, writing and viewing skills.
- Changes information from one language to another (translation).

(b) Reasons

- Summarizes information or ideas by selecting, generalizing, categorizing and editing.
- Explains and discusses cause and effect (e.g. why is this the cause of...?).
- Identifies and explains factual information.
- Identifies and explains bias and subjectivity.
- Presents a counter-argument and alternatives (e.g. I disagree because... and I support my argument with...).
- Questions and infers to solve problems and improve thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues).

(c) Investigates and explores

- Ask complex questions on national issues (e.g. corporal punishment in schools).
- Weighs options by considering a number of alternatives.
- Uses grammatical knowledge to increase complexity of thought (e.g. moving from simple to complex sentences).
- Does independent research across the curriculum

- Depending on the needs of the task, experiments with different approaches to planning, drafting, checking and revising.

(d) Thinks creatively

- Develops critical skills by using a wide range of reading strategies (e.g. develops skimming, scanning, and careful reading skills).
- Explores how writers change writing conventions to suit their needs.
- Imagines possibilities and alternatives to expand thinking (hypotheses and speculates).
- Writes experimentally to explore ideas, emotions and imaginative experience.
- Experiments with visual and sound effects in a variety of texts (e.g. advertisements).
- Compares how different languages express terms in all learning areas and create links to help understanding and assist in problem solving.

(e) Analysis and evaluates

- Responds appropriately to the views of others on important issues such as racism, gender discrimination, environmental issues, and respect and tolerance.
- Thins about the reader and re-reads work to revise style, structure and accuracy.
- Reflects on what is heard, to ask critical questions and challenge views.
- Acknowledges the views of others, justifying own views and modifying them where relevant.
- Reflects on the development of ability as speaker, listener and writer in a range of different contexts, and identifies areas for improvement.
- Reflects on individual strengths as contributor in groups activities and identifies opportunities for development.

(f) Synthesizes

- Participate in group presentations where all individual contributions are valued.
- Uses knowledge from one learning area to improve performance in another to produce a synthesized product

Grade 9

We know that the learner has achieved the outcome when the learner:

(a) Researches and processes information:

- Develops further methods for locating, evaluating and extracting relevant information (e.g. uses sources such as email, reference books, electronic media).
- Develops note-taking and note-making skills (e.g. sequencing, classifying and organizing information).
- Collates and synthesizes information from a range of sources.
- Recognizes when a speaker or source is ambiguous, abuses evidence or makes unfounded claims.
- Changes information from one language to another (translation).
- Evaluates the quality and accuracy of information in his/her own writing.

(b) Reasons:

- Recognizes a line of thought within different types of text.
- Analyses cause and effect in greater depth.
- Develops and uses arguments in ways that make the logic clear to the reader or listener, anticipate responses and objections.
- Uses factual information and interprets statistics with increasing confidence.
- Uses questions, inference and analysis to develop critical thinking for problem solving.

(c) Investigates and explores

- Continues questioning and weighing up options.
- Extends grammar knowledge to increase complexity of thought (e.g. sentence analysis, different types of clauses).
- Uses a wide range of formats to plan, organize, edit and present texts.
- Considers different perspectives when interpreting a text (e.g. opinions of others).

(d) Thinks creatively

- Experiments with unusual sentence structures in literary and factual texts (e.g. changes word order for emphasis).
- Imagines possibilities and alternatives to expand thinking (hypothesis and speculates).
- Entertains the reader by developing an imaginative treatment of familiar material.
- Changes perspectives by switching familiar roles when doing role-plays.
- Compares how different languages express terms in different learning areas, and creates links to help understanding and assist in problem solving.

(e) Analyses and evaluates

- Evaluates reliability and validity of information from print and other media sources (e.g. on current affairs issues).
- Reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development.
- Revises style, structure and accuracy of texts.
- Reflects and then asks critical questions and challenges views on what is seen, heard and read.
- Justifies his/her views with supporting evidence.
- Modifies own views, where relevant, after hearing or reading the views of others.

(f) Synthesizes

- Improves own product by revising and editing.
- Considers group assessment and is open to suggested improvements.
- Uses more advanced knowledge from different learning areas to produce synthesized products.

5.3.5 Overview

This section above presented the relevant content specifications of Curriculum 2005 for learning outcomes 4 and 5 and their assessment standards based for grades 7, 8 and 9. As regards the background knowledge of learners in these grades as it is stated that

learners must consolidate what they have learnt in earlier grades and preparing for further education and the world of work. Curriculum 2005 specifies with reference to by learning Outcome 4: **Writing**, that the learner is able to write different kinds of factual and imaginative text for a wide range of purposes. Writing was viewed to be both a means of reflection and learning, and a mode of communication. It is also often a mode for assessing learners, and it is therefore important for further education and employment. Curriculum 2005 specifies that learners in grade 7, 8 and 9 should read and view a wide range of both South African and International text including set works (titles to be provided by the Department of Education).

The texts are prescribed by Grabe and Kaplan (1996) for grades 7, 8 and 9 in their taxonomies as follows: Grade 7: short stories, autobiographies and biographies, short novels, poetry, one-and-two-act plays, folklore, myths and legends, a selection of shorter text such as magazines, newspapers, advertisements, posters, radio talks. Grade 8: short stories, poetry, plays, folklore, film study, a selection of shorter texts such as magazines, newspapers, advertisements, posters, brochures, speeches, radio talks, TV shows, music videos. Grade 9: short stories, a full length novel, poetry, three-to-five act plays, folklore, film study, a selection of sorter texts such as magazines, newspapers, advertisements, speeches and lectures, radio dramas, TV dramas and documentaries, and music videos.

The above sections give evidence that there are assessment standard used to assess the performance of the learners in each grade. These assessment standards may be similar in certain instances but differ with respect to the level of complexity of the learners for each grade. The assessment standards for grade 7 were further discussed that we shall only accept when we know that the learner has achieved the outcome when the learner writes a range of texts for self expression, writes a range of factual text to convey information applies the writing process in all written texts.

It is clearly stated in Curriculum 2005 with reference to learning Outcome 5: **thinking and reasoning**, that learners have a fair amount of knowledge when they enter this phase. Hence the outcome is formulated as follows: The learner is able to use language to think and reason, and access, process and use information for learning. The texts and content used are the same as in Outcome 4. Curriculum 2005 specifies the assessment standards for Outcome 5 as follows in brief (They are the same in all grades but differ in the level of complexity): We know that the learner has achieved the outcome when the learner,

researches and process information, reasons, investigates and explores, thinks creatively analyses and evaluates synthesizes.

5.4 DISCUSSIONS OF THE RELATIONSHIPS BETWEEN GRABE AND KAPLAN'S THEORY ON MODEL OF TEXT CONSTRUCTION, ETHNOGRAPHY OF WRITING AND THE LEARNING OUTCOMES 4 AND 5's ASSESSMENT STANDARDS FOR GRADES 7, 8 AND 9, WHILE USING SOME OF THE XITSONGA WRITTEN SPEECHES FROM CHAPTER 4 FOR ILLUSTRATIVE PURPOSES

5.4.1 Learning Outcomes 4

Assessment standards A, B and D for all grades (i.e 7, 8 and 9) are integrated and discussed below with reference to aspects of Grabe and Kaplan's (1996) theory of writing, specifically the language competence component, which accounts for text-linguistic properties of writing in conjunction with the ethnography of writing.

A.

- (i) Curriculum 2005 specifies that "we know that the learners have achieved the outcomes when learners write a range of texts for self-expression such as entertaining the reader by developing imaginative writing (e.g. Narrative descriptive composition, diaries, journals, friendly letters, dialogue, poems and songs, and elementary short stories."
- (ii) Grabe and Kaplan's relates to the taxonomy of academic writing skills, knowledge bases and process related to the above assessment standard. Educational texts used and produced, i.e. novels, short stories, poems, journals and diaries, essays (narrative, expository, argumentative).
- (iii) Grabe and Kaplan's ethnography of writing relates to the assessment standards. The ethnography of writing explores questions, **who, writes, what, for whom, for what purpose, why, when, where** and **how** were dealt with in Chapter 3. This section shall concentrate on the 'writes' aspect, which is related to the assessment standards specified in Curriculum 2005 and the taxonomy of writing posited by Grabe and Kaplan.

Education texts used and produced: Essays should include narrative, expository and argumentative types. Consider the example extracts from the speech-texts analysed in chapter 4 which exemplify various discourse types.

Speech 2 by Mashamba, TGG

Narrative: e.g. **A hi famba hi khandziya magava, hi thya ncuva, hi famba hi ya eku khideni milambu ya ha khuluka kahle, a hi famba hi ya ba swibakele, a hi famba hi ya eku hloteni...** (We used to come and ride heifers and bullocks, play stone games, swim in rivers at the times rivers used to flow normally, we used to play at traditional bare-fisted boxing, we used to go hunting...).

Expository: e.g. **Hikwalaho ka leswi, a ku ri hava tindhawu ta mintlango eswikopulasi na le matiko-Xikaya. A ku ri hava loyi a a rhandza ku tiva Matshamelo hi ndlela ya mintlango etindhawini leti. Loko munhu a languta emighangeni, munhu a a ta vona leswaku eka mugangu wunwana na wunwana a wu ta kuma e “bottle store” kumbe bara.** (As a result, there were no recreational facilities in the township and villages of our country. No one cared what happened there. If one looked into the countryside, one found that in each and every village there was a bottle store or beer hall).

Argumentative: e.g. **Mayelana ni “affirmative action” ndza tshemba swa antswa ku lemuka xilo xinwe. Tani hi leswi Holobye a vuleke ku sunguleni, a swi vuli leswaku hi fanele ku teka vantima, mabusumana na makula hi va enghenisa eka xipanu xa rixaka xa rugby, hi ta va hi tilulamisela ku hluleka** (With regard to affirmative action, I think it is important to note one thing. As the minister has already pointed out, when dealing with affirmative action, we do not simply mean that we must take African, coloureds and Indian people and put them into a national rugby or tennis team, for example, because then we would be setting ourselves up for failure.)

B

- (i) Curriculum 2005 specifies that we know that the learners have achieved the outcomes when learners write a range of factual texts to convey information such as writing a balanced and objective report on challenging issues such as HIV/AIDS and environmental issues (e.g. recount of events, report on research in all learning programmes).

- (ii) Grabe and Kaplan's taxonomy of academic writing skills, knowledge bases and processes relates to the above assessment standard: Educational writing tasks, recounts (forecounts), reports/expository essays; Educational text used and produced, research journal articles.
- (iii) Grabe and Kaplan's ethnography of writing relates strongly to the assessment standards specified in Curriculum 2005.

Educational writing tasks Recounts (forecounts)

Consider the following example extracts from the speech-texts examined in chapter 4:

Speech 9: MC Mabuza

Recounts (forecounts): Hikokwalaho ka sweswo Phirimiya u simekile a 'Trust Fund' ku hlengeleta swipfuno ku sirhelela ni ku hlayisa lava karhatekaka ni Mintlawwa leyi khumbekaka ngopfu eka mhaka leyi eka tiko ra hina. Handle ka ku va hi simekile khomiti ya interdepartmental HIV/AIDS leyi ntirho wa yona ku nga ku hlanganisa mintirho leyi yelanaka ni ntungu lowu, hi simekile na kambe huvo yo pfuna ya xifundza leyi katsaka swirho hinkwaswo leswi khumbekaka. Hi switeka ku ri xihumelelo lexikulu eka gondzo ra hina ro leha ro lwa ni ku herisa ka HIV/AIDS leri yaka emahlweni ri yimisa nhloko ya rona yo biha eka tiko ra hina. Hipfumela leswaku kereke eka xifundza yi nga tisa ku pfuna loku khomekaka ku pfuneta eka migingiriko ya mfumo eka tin'wana ta timhaka leti. Tani hi loko hi vulavula namuntlha vanhu hinkwavo lava xanisekaka hi mavabyi, kholera, sweswinyana a va na makaya na swona va etlela eswibedlhele swa hina va pfumala ku pfuneka nile ka vuhlayiselo byi n'wana bya vutshunguri (To that effect the Premier has launched a Trust fund to generate more resources for the shelter and general welfare of the victims and the most vulnerable groups in our society. Apart from launching the interdepartmental HIV/AIDS committee whose role is to coordinate activities related to this epidemic, we have also launched the Provincial Aids Council composed of almost all stakeholders. We consider this a milestone in our long path to fight this scourge of HIV/AIDS that continues to rear its ugly head in our society. We believe that the church in the province can make practical contributions to supplement the efforts by government on some of these issues.

Since as we speak today most victims of diseases, like cholera, lately are homeless and lies helpless in our hospitals and other health care centers.

D

- (i) Curriculum 2005 specifies that “we know that the learners have achieved the outcome when learners demonstrates knowledge of the following aspects of language in context, i.e. explores the way pronouns, prepositions and conjunctions can reveal and re-enforce meaning within and between paragraphs in different types of texts.”
- (ii) Grabe and Kaplan’s taxonomy of academic writing skills, knowledge bases and processes relates to the above assessment standard. This taxonomy includes reference to discourse knowledge: knowledge of intrasentential and intersentential marking devices (cohesion, syntactic, parallelism); knowledge on informational structuring (topic-comment, given-new, theme-rheme, adjacency, pairs); related ethnography writes cohesion (conjunction, demonstratives, pronoun).

Speech 1 Prof NCP Golele

Cohesion:

- (i) Conjunction. The example of a cohesion device conjunction, is used in this speech in the phrase in paragraph 2 **vatswari ni vuendzi hinkwabyo** (parents and all the visitors present). The conjunct **ni** (and) was used to emphasize the different people in the audience present.
- (ii) Cohesion: Pronoun, conjunction and demonstrative. Paragraph 11 **Eku heteleleni lava vo lahleka va yingisa, va ehliisa bakiti laha a va ri kona, kutani ematshan'wini ya mati layo dzunga ya lwandle, bakiti ri vuya ni mati yo nandziha swinene ya laha nambu wa Amazon a wu cheleta lwandle kona** (At last they obeyed, by lowering their bucket and instead of the sea, salty-water, they got the pure water from where the Amazon river meets the ocean.) The cohesion device elements **lava** (these), **va** (they), **ni** (with), **haha** (where), **kona** (there) are used to re-enforce the author’s intension to emphasize certain aspects.

5.4.2 Learning Outcome 5

The assessment standards A, B and C for grades 7, 8 and 9 as specified in Curriculum 2005 are integrated and discussed below:

A

- (i) Curriculum 2005 specifies that: “we know that the learners have achieved the outcome when the learners can research and process information by locating and access information from a wide variety of sources (e.g. radio, internet, written text from libraries, with the use of Dewy classification system, bibliographic information, glossaries and indexes).”
- (ii) Grabe and Kaplan's taxonomy of academic writing skills, knowledge bases and processes relates to the above assessment standard in that it refers to: (a) Educational settings for writing (library, writing center, computer center, classroom); (b) Educational texts used and produced (dictionaries, encyclopaedias, grammar and usage books, professional texts, books and chapters); (c) Topics for academic writing (bibliographic works).
- (iii) Grabe and Kaplan's related taxonomy of academic writing skills, knowledge bases and processes relates to the above assessment standard and ethnography of writing, specifically to the “when” and “where” parameters in the ethnography of writing. These parameters play a much smaller and less consistent role as factors which contribute independently to written discourse.

Speech 7: Mabuza MC

Xipichi hi manana Catherine Mabuza MEC ehofisi ya Phirimiya ya Xifundza xa Limpopo eka ntlangu wo veka hosi KK Sekhukhune tani hi Mukhomeri wa Hosi-nkulu wa tiko ra ka Sekhukhune hi siku ra ti 18 Mhawuri 2001 (Speech by Ms Catherine Mabuza, MEC in the office of the Premier of the Limpopo Province, at the inauguration ceremony of Kgoshi KK Sekhukhune as the Acting Paramount Chief of Sekhukhukneland on the 18th August 2001.) The parameter “when” is realized by **18 Mhawuri 2001** (18 August 2001) and the “where” parameter is realized by **eka Sekhukhune** (at Sekhukhuneland).

B

- (i) Curriculum 2005 specifies that: “we know that the learners have achieved the outcome when they reasons by explaining and discussing cause and effect (e.g. This happens because...).”
- (ii) Grabe and Kaplan’s taxonomy of academic writing skills, knowledge bases and processes relates to the above assessment standard in that it includes reference to educational writing tasks (reports, cause and effects, problem and solution.)

Consider the following discourse extracts from the speeches analysed in chapter 4:

Speech 9 : MC Mabuza

Cause and effect: The rhetorical pattern of cause and effect is found in the following lines:

Mfumo wa xifundza wu le ka njhekanjhekisano wa mbulavula wo pfula mfumo wa xifundza hi Phirimiya (the legislature is debating the Premier’s address made on the occasion of the opening of the Provincial legislature) [cause]. **Ku hundzisa ku tsandzeka ku va na hina namuntlha, hi Phirimiya** (to convey the Premier’s deepest regrets for not being able to personally join you today) [effect]

C

- (i) Curriculum 2005 specifies that: “we know that the learners have achieved the outcome when learners can analyze and evaluate and responds appropriately to the views of others on important issues such as racism, gender discrimination, environmental issues, and respect and tolerance.”
- (ii) Grabe and Kaplan’s taxonomy of academic writing skills, knowledge bases and processes relates to the above assessment standards in that it includes reference to. (a) Educational writing tasks (reports, analysis and synthesis). (b) Educational texts used and produced (essays: narrative, expository, argumentative).

Consider the following extracts from the speech genres analysed in chapter 4:

(iii) Reports: Analysis and synthesis.

Speech 2: Senator TGG Mashamba, paragraph 4: **Mayelana ni "affirmative action" ndza tshemba swa antswa ku lemuka xilo xin'we. Tani hi leswi Holoby e a vuleke ku sunguleni, a swi vuli leswaku hi fanele ku teka vantima, mabusumana na makula hi va tlangisa Rugby, hi ta va hi tilulamisela ku hluleka. "Affirmative action" tani hi leswi yi hlamuseriweke hi ku vula ka "sangala" eka mpimanyeto lowu wa timali, swivula leswaku hi fanele ku huma hi ya swikomupurasi, na le matiko-xikaya hi ya vuyetela ku xiximeka na vumunhu bya vanhu eka tindzhawu letiya. Eka nkarhi lowu hundzeke wa xihlawu-hlawu vanhu va le swikomupulasi na matiko-xikaya a va xixima xiyimo va hundzuka mintlawe-ntlawa ya vatirhi emapurasini, etimayinini na le tifemeni. A swi nga ehleketeriwi leswaku vanhu lava a va fanelanga ku tirha ntsena, kambe va fanele va kuma na swona swakudya, swakuambala na vutshamo, na leswaku vafanele ku va na swihungati.** (Affirmative action, as it has been outlined in terms of Sangala in this budget speech, means that we must go out into the townships and villages and restore the dignity and humanity of the people in these areas. In the past dispensation people in the townships and villages were simply reduced to units of labour on farms, rather than that these people should not only work, but that they also had to have food, clothing and shelter, and that they had to have recreation as well.)

Narrative: Speech 1 Prof NCP Golele. Paragraph 4: **Loko ndzi kumile xirhambo xa siku leri, xo sungula lexi xi nga ndzi tela emiehleketweni i nkarhi lowu mhaka leyi ya namuntlha yi humelelaka eka wona, wu nga malembe mambirhi endzhaku ka nhlawulo wa xidemokrasi laha Afrika-Dzonga, nkarhi wa ku sungula ku vumba ni ku aka hi vuntshwa, rixaka** (The first thing that came to my mind, when I received this invitation, was the time in which this event is taking place, after two years of our first democratic elections, the first time to reconstruct and build our nation.)

Expository, paragraph 8: **Xiyimo lexi xa vuhlonga xi endla leswaku Mu-afrika a tala ku tsandzeka ku endla leswi swi faneleke ku antswisa vutomi ni xiyimo xa yena: nkarhi hinkwawo a heta matimba ya yena a lwela swa xilungu, ivi a hela a nga hluvukanga. I swa nkoka swinene ku va hinkwerhu ka hina hi twisisa mhaka leyi. I swa nkoka ku va mathwasana ya hina ya namuntlha ya twisisa mhaka leyi leswaku ya ta kota ku**

tirhela rixaka hi ndlela leyi faneleke, hikuva ku tirhela hi wona nkoka wa ku hanya. (This state of slavery prevents Africans from prospering and in the betterment of their lives, he spends his time striving for Western values and ends up not. It is of paramount importance for us all to understand this issue. It is also important for our newly graduates to understand it, in order for them to work for this nation whole heartedly.)

Argumentative: Paragraph 13: **Hambiloko mintirho ya Lemana yi ngeneleriwile hi mafumele ya tiko lawa ya nga hundzula xiyimo xa swilo, a ya swi kotanga ku omisa tiva leri ra dyondzo. Namuntlha mathwasana ya hina ya kombisa ku ya emahlweni ka ntirho lowu. I swa nkoka ku vona leswaku langavi leri ri lumekiweke hi Maswisa a ri timeki. Eka nkarhi wa sweswi wa ku hunguta tikholichi ta vuthicara, i swa nkoka leswaku hinkwerhu hi seketelana ni ntlawa wa kholichi leyi wo languta ta vumundzuku bya yona (h.i. Task Team), ku vona leswaku tiva leri ra Lemana ra hlayiseka.** (Though the political governance of the country interrupted the smooth operation of Lemana College, it did not dry out the education this “Leman” lake has. Today our graduates show the passion to go to that direction. It is important that we sustain the light brought by the Swiss missionaries. During this time of cutting down colleges of Education, it is imperative that we support the colleges task team in overseeing the future of this college.)

5.4.3 How the processes of writing instruction/teaching advanced by Grabe and Kaplan (1996) can be applied to develop writing skills of learners

Introduction

Grabe and Kaplan (1996) state that Writing is mostly undertaken to communicate with one or more readers for a variety of informational purposes. Even in one's diary, there is a likelihood that it will at a later point be used to communicate with others. When there is no anticipated reader, and the writing is truly personal and private, one could argue that the writer serves as a reader, and thus the writing remains as a communicative act. The ethnography of writing provides the means to situate the parameters that any theory of writing should explain and refer to when considering implications for instruction, while the taxonomy of writing skills, knowledge bases and processes provide a means for organizing and ordering the many factors which both influence and contribute to writing variations. This re-ordering as a taxonomy permits an easier reassessment of the many issues involved in writing, the ways that these issues should be specified, and the alternatives

that needs to be included or substituted. Grabe and Kaplan (1996) point out that the model suggests ways in which the accumulated information on writing could be integrated so that writing can be understood as a combination of cognitive, textual, and social factors, that are commonly discussed in various research approaches. Grabe and Kaplan (1996) present the following framework in terms of their text-linguistic model, the ethnography and taxonomy of writing skills.

A comprehensive (ethnography and taxonomy) strategy employed in the teaching of writing at grades 7, 8 and 9

Planning: Grade 7, 8 or 9

- (i) Topic: Environmental health hazard
- (ii) Writing task: to summarize a ten page reading to produce a one page summary
- (iii) The participants: Learners in grade 7, 8 or 9.
- (iv) Audience: The teacher.
- (v) Audience status: superior.
- (vi) Evaluators: Both learners and the teacher.
- (vii) Setting: Home, school library, classroom or under a shade.
- (viii) Language usage: Formal and academic.
- (ix) Genre and organizational conventions: Produce a one-page summary and restrict the writing to a few central ideas and their main supports.
- (x) The text: (a) The writing will not be a critique of the reading text. (b) Details, examples, lists, and processes will be collapsed to single superordinate descriptors.
- (xi) Product: Typed or hand-written.

Presentations

- (i) Learners shall be divided into groups (each group with a scribe) for the enhancement of co-operative learning.
- (ii) The learners will begin by brainstorming or noting the main ideas in order to generate a stronger organised plan.
- (iii) The pre-writing stage (i.e. brainstorming) will lead to more developed planning/drafting sequence.

- (iv) The generated informational and language resources is integrated by the on-line processing assembly.
- (v) As processing output begins, the writer/learners begin to produce text on paper or computer screen.

Evaluation

- (i) The summary writing that appears, as textual output in performance, can be evaluated: (a) against internal goal setting; (b) against expectations for text construction (e.g. text coherence, language proficiency); (c) against summaries typically produced by other students for such tasks.
- (ii) It is also open to evaluation by the writer and by others in collaborative settings.

5.4.4 Summary

This section reviewed the issues related to the relationships between Grabe and Kaplan's theory of writing and model of text construction, ethnography of writing and the assessment standards of the learning outcomes 4 and 5 for grades 7, 8 and 9 of Curriculum 2005. Some extracts of the Xitsonga written speeches analysed in Chapter 4 were given for illustrative purposes. It was mentioned that the assessment standards in all grades are the same but they differ in the level of complexity. The assessment standards (a), (b) and (d) from the Outcome 4 were discussed, stated as follows in Curriculum 2005:

A. We know that the learner has achieved the outcomes when learners write a range of texts for self-expression. The taxonomy of writing skills knowledge bases and processes posited by Grabe and Kaplan (1996) which relate to this assessment standard are: Educational text used: novels, short stories, poems, journals/diaries and essays (narrative, exposition, argumentative). The ethnography of writing related to the assessment standards is "writes" parameter and that is **essay**: narrative, expository and argumentative.

B. We know that the learners have achieved the outcomes when learners write a range of factual texts to convey information. Grabe and Kaplan's taxonomy of academic writing skills, knowledge bases and process which relate to the assessment standard is (a) educational writing tasks: recounts (forecounts), reports/expository essays; (b) educational

text used and produced: research journal articles. It was shown that Grabe and Kaplan's ethnography of writing relates to the assessment standards in educational writing **tasks**.

D. We know that the learners have achieved the outcome when learners demonstrate knowledge. Grabe and Kaplan's taxonomy of academic writing skills, knowledge bases and processes relate to the assessment standard are discourse knowledge: (a) Knowledge of intrasentential and intersentential marking devices, namely. Cohesion, syntactic parallelism. Grabe and Kaplan's ethnography of writing relates to the assessment standard "writes" concerning for example, cohesion. The issues of assessment standards mentioned above, i.e. they are all the same in all grades only differ with the level of complexity. In the learning Outcome 5 of Curriculum 2005 and Grabe and Kaplan's assessment standards are A, B and C for all grades. In this section, the assessment standard for learning Outcome 5 the taxonomy of academic writing skills, knowledge bases and processes, and the ethnography of writing were compared and the relationship reviewed.

A. Assessment standards: (i) We know that the learners have achieved the outcome when learners can research and process information. Grabe and Kaplan's related taxonomy of academic writing skills, knowledge bases and processes related to the assessment standards in that it includes reference to (ii) Educational settings for writing: library, writing centre, and computer centre classroom. (iii) Educational texts used and produced Dictionaries, encyclopaedias, grammar and usage books, professional texts, books and chapters; (iv) Topic for academic works: Bibliographic books. Grabe and Kaplan's ethnography of writing that relate to the above assessment standards and taxonomy of writing are the "when" and "where" parameter. These parameters play a much smaller and less consistent role as factors, which contribute independently to the written discourse.

B. We know that the learners have achieved the outcome when they reason. Grabe and Kaplan's taxonomy of academic writing skills, knowledge bases and processes which relate to the assessment standard are: Educational writing tasks: Report (cause and effect; problem and solution).

C. We know that the learners have achieved the outcome when learners can analyse and evaluate and respond appropriately to the views of others on important issues. Grabe and

Kaplan's taxonomy of academic writing skills, knowledge bases and processes relate to the assessment standard with respect to educational writing tasks: reports – analyses and synthesis; Educational texts used and produced: essay (narrative, exposition, arguments).

In this section, the issues of the process of writing instruction/teaching advanced by Grabe and Kaplan (1996) were considered with reference to the goal of developing writing skills of learners. The model highlighted ways in which the accumulated information on writing could be integrated so that writing could be understood as a combination of cognitive, textual and social factors that are commonly discussed in various research. This model was further examined with respect to a comprehensive strategy, i.e. ethnography and taxonomy strategy employed in the teaching of writing at grades 7, 8 and 9 by demonstrating the planning stage, presentation stage and evaluation stage with all their implications for a good planning, presentation and evaluation stages as suggested by Grabe and Kaplan (1996).

5.5 THE TEACHING OF XITSONGA AND BILINGUAL EDUCATION POLICY

5.5.1 Introduction

The teaching of Xitsonga as a minority mother tongue language subject takes place within the context of a curriculum that propagates English as a medium of instruction and the socio-political situation brought about by the democratic change in South Africa influenced by the official status of the African languages (which were formerly marginalized) acquire a status of official languages. This process influenced the implementation of policy of language instruction in most of the institutions of learning both at schools and higher education. This section will explore issues related to the teaching of Xitsonga as mother tongue language subject in relation to bilingual instruction across the curriculum. The discussion will begin by giving an overview of issues that influence educational languages policy as viewed by Toffelson (2002), with the purpose of situating the issue of the teaching of Xitsonga as language subject within the context of a bilingual education system.

5.5.2 The choice of language policy in education

PennyCook in Toffelson (2002) argues persuasively that language policy in education is not merely about choosing the medium of instruction in schools, but rather a cornerstone of cultural governance. According to Eastman in Toffelson (2002) states that the traditional perspective of understanding how dominant social groups use language for establishing and maintain social hierarchies remains dominant in much of language policy research. This view is exemplified by the widely held assumption that is usually adopted in order to enhance communications, to encourage feelings of national unity and group co-operation, and to bring about greater social and economic equality. Eastman further states that a critical perspective explores the links between language policies and inequalities of class, region and ethnicity/nationality. The issues of group co-operation and to bring about social and economic equality are central in the policymakers' choice or elective of a particular language policy against another.

5.5.3 Issues that influence language policies

According to Toffelson (2002) different countries and cultures demonstrate a diversity of issues that influence language policies. This section will explore the following issues that are relevant to South Africa and its provinces in the shaping of its educational language policies. (i) Multilingualism is commonplace in contemporary states or province; (ii) Management of social and political conflict; (iii) Struggle over political power and economic resources; (iv) The relationship between language policy and ideology, and (v) Educational language policies to manage access to language rights and language in education.

(i) Multilingualism is commonplace in contemporary state or provinces

According to Schmidt in Toffelson (2002) multilingualism is commonplace in contemporary states. Sontag and Pool in Toffelson (2002) argue that despite the widely held belief that monolingual states are more efficient than multilingual ones all large political units throughout the world are in fact multilingual. The migration of labour that is associated with globalisation is likely to increase the presence of linguistic minorities in many contexts, particularly in regions and provinces that are relatively developed economically. According to Toffelson (2002), the policies that seek to reduce language diversity are in most cases highly unrealistic. In perhaps the strongest statement about the

persuasiveness of language diversity, Lippi-Green (1997) states that policies attempting to ensure that everyone speaks the same language variety are no more realistic than policies requiring everyone to be off the same height.

(ii) Management of social and political conflict

Lippi-Green (1997) argues that language policies in education are an important mechanism by which states manage social and political conflict. A central concern of language policy analysis is the role of particular policies in mobilizing public opinion, channelling political energy and allocating economic resources. Lippi-Green (1997) states that policies can be used to create, sustain, or resolve conflict. It is important to note that state authorities or particular ethnolinguistic groups in some settings may view language policy conflict as advantageous for their own political aims. In other settings, a major goal of policymakers may be the use of educational language policies to reduce the potential for social and political conflict.

(iii) Struggle over political power and economic resources

Lippi-Green (1997) argues that conflicts about language policy usually have their source in group conflicts in which language symbolizes some aspect of a struggle over political power and economic resources. In order to understand language policy debates and the role of language policy in contemporary states or provinces, we must examine the underlying social, economic, and political struggles that language symbolizes. Lippi-Green (1997) further argues that the symbolic value of language can have profound consequences, not only for language minorities seeking to negotiate complex and changing identities, but also dominant groups seeking to retain various forms of political and economic power. Lippi-Green (1997) argues that when language is perceived as a marker of group identity and determiner of access to political power and economic resources, the probability of language conflict increases and ethnolinguistic groups may be mobilized around issues of language. Thus, the local dynamics of sociopolitical relations among competing ethnolinguistic groups must be carefully analyzed if the relationship between language and power is to be understood in a particular setting.

(iv) The relationship between language policy and ideology

Fairclough, Hodge and Kress in Toffelson (2002) argue that there is a close and complex relationship between language policy and ideology. They further assert that although the term "ideology" has varying meanings, it is possible to identify key components of a conception of ideology that shapes research in educational language policy: Individuals in social situations construct realities through discursive processes. These realities are designed in part to influence the actions of others. In this case, language is central to social control. Hodge and Kress in Toffelson (2002) point out that language is an instrument of control as well as of communication. The perspective of language as ideology highlights the role of language in manipulation. Language is indeed ideological in the sense that it is fundamentally involved in "systematic distortion" in the service of a particular class or ethnolinguistic interests. An important issue in language policy research is the study of how policies are shaped by ideologies, and how discursive processes naturalize policies that are adopted in the interests of domination by ethnolinguistic groups. Fairclough in Toffelson (2002) argues that language is not only socially and historically situated, it is also contested. This means that language policy can be on the arena for the interplay of contested ideologies. In providing a rationale for policies, state authorities often understand that the most important, effective ideology is one which comes to be seen as common sense, and thus is largely outside the realm of explicit debate. In this sense, Fairclough in Toffelson (2002) concludes that the study of ideology helps us understand how the language policymaking process is "grounded in culture". A central concern for linguistic minorities in many contexts is the struggle to resist policies promulgated by more powerful ethnolinguistic groups; resistance entails not only policy debate, but also the contest of alternative ideologies.

(v) Education language policies to manage access to language rights and language in education

The political philosopher, Seylar Benhabib in Toffelson (2002) posits that globalization has brought to a head conflicts between human rights and the claim to self-determination of sovereign collectivities. She further notes that citizenship and naturalization claims of foreigners, citizens, and residents within the borders of a policy, as well as the laws, norms and rules governing such procedures are pivotal social practices through which the normative perplexities of human rights and sovereignty can be most acutely observed.

Thus the question of whether education, and as a corollary, education in a particular language can according to Benhabib, be considered a right of all citizens must be answered by examination of concrete practices related to delivery of education. Examination of related practices reveals that, in the United States, the issue of who qualifies for education has been interpreted to mean all children present in a geographical area. With respect to education, US courts have in effect, affirmed that all children who are resident in the country qualify for public education, thus establishing (through legal challenge to initial exclusion) any child's access to public educational services offered. Aleinikoff and Klusmeyer in Toffelson (2002) state that the nature of extent of individual or group rights to any kind of services reflects, in past, particular political approaches to the rights of citizens. This differs substantially according to the political regime within which they are elaborated. Janoski in Toffelson (2002) identifies four general types of citizenship rights: (a) Legal rights (e.g. rights to equal treatment, expressive rights such as freedom of speech); (b) Social rights (e.g. enabling rights such as access to health care, opportunity rights, such as access to education); (c) and participation rights (rights to job security, collective bargaining). These classes of rights developed at different times and differ across the world's advanced industrialized countries according to both historical factors and type of regime. Hartney in Toffelson (2002) argues that, the theoretical inconsistencies do not obliterate the need for a common means of communication and the choice of language to be used in public domains such as education is thus one of the most difficult questions that a multicultural and multi-ethnic society has to address because a language is not a mere medium of reality but it is partly constitutive of that reality. Educational practices, too, Hartney in Toffelson (2002) argues partly constitute reality, thus manifesting the nature of language policy in education through the pedagogical approaches chosen.

5.5.4 Bilingual education policy

McGroarty (2002) argues that provincial and sometimes national agendas have relatively greater responsibility for curricular decisions, because education is one of the areas of responsibility reserved for each province. The particular political culture of each province is a factor in identifying the profile of educational values most relevant to support for particular language education programs, including bilingual instruction. McGroarty further states that school systems in which advocates for bilingual education (or any other specially targeted services for particular populations) have built and maintained credibility

with local schoolboard members and communities of parents and students have the potential for establishing and maintaining innovations such as bilingual programs.

Broder in Toffelson (2002) asserts that from the perspective of political strategy, then, research on the sociopolitical climate of each province or state suggests that support for bilingual education should be developed and maintained through channels of policy influence that may differ across provincial or state context. Smolicz in Toffelson (2002) argues that to promote support for pedagogical language policies that include bilingual education should follow at least the following three crucial, distinct but related political developments, (i) First, the language minority communities must develop a strong electoral presence. (ii) Secondly, voters from such communities must mobilize around language-in-education issues. (iii) Thirdly, possible leverage depends on the ability of the professional educators, researchers and policymakers who advocate bilingual instruction to articulate its goals and accomplishments accurately and persuasively for fellow educators and for various public constituencies.

According to Mazrui (2002) in post-apartheid South Africa, English has acquired additional value as the language of desegregation at the tertiary level. Institutions that had hitherto used Afrikaans as the language of instruction have tended to exclude a large majority of potential black students whose additional language is English rather than Afrikaans. Some of these institutions are now experimenting with bilingual instruction programs, having added English to Afrikaans, with the resulting affect of widening their pool of potential black students. Predominantly white and Afrikaner Universities, they are becoming increasingly integrated partly through the instrumentality of the bilingual policy.

5.5.5 Xitsonga in a bilingual education system

Introduction

This section will investigate the issues related to the teaching of Xitsonga as a mother tongue language subject in a multilingual situation where only one dominant language was used at the expense of other mother tongue languages (i.e. marginalized minority languages) to promote inequity. This policy caused conflicts between linguistic minorities and mainstream populations. This section further situates a position where equity was to be promoted for the entire marginalised minority languages and Xitsonga in particular. The teaching of Xitsonga as a language subject in a multilingual education system and the

use of Xitsonga as medium of instruction in conjunction with English in bilingual teaching across the curriculum shall also be explored in this section.

The teaching of Xitsonga as a language subject in a multilingual education system

Xitsonga, as one of the minority home language in South Africa, mainly spoken in the Limpopo Province and scattered in Gauteng Province and Mpumalanga, clustered in other provinces as well, should also be taught at schools as a subject, regardless of it being in minority within the other dominant languages such as isiZulu, Sepedi, isiXhosa etc.

In an institution where Xitsonga speaking learners are found, a teacher/facilitator should be appointed or re-deployed to teach this minority language. In class periods for teaching mother tongue as language subject, learners must be sub-divided according to their mother tongue and Xitsonga learners in particular should be accorded the privilege, just like the other mother tongue learners, to be taught in their mother tongue as a language subject as well. This process should not be a make-shift kind of a process. The teaching and learning situation should be based on the current trend in the teaching and learning of all official languages in the country, i.e. outcomes-based education or curriculum 2005 for the learning field LLC (language, literacy and communication). The teaching of Xitsonga language subject within a multilingual education system requires a qualified, experienced and dedicated teacher due to the complexity of the situation involved. This process should be implemented in all sections of the education phases and all the schools with a multilingual challenge in their institution.

Skuttnub-Kangas in Toffelson (2002) argues that if people want to have a fair share of the power and the resources (both material and non-material) of their native country, they have to be able to take part in the democratic process in their country. They have to be able to negotiate, try to influence, to have a voice. The main instrument for doing that is through language. In a democratic country, it should be the duty of the school system to give every child, regardless of linguistic background, the same chance to participate in the democratic process. If this requires that (at least) some of the children (i.e. the linguistic minority children) become bilingual or multilingual, then it should be the duty of the educational system to make them bilingual or multilingual.

The use of Xitsonga as a medium of instruction in conjunction with English in bilingual teaching across the curriculum

Most of the subjects in the black schools in South Africa that have predominantly learners who are speakers of African languages, are taught through the medium of English, with the exception of some specific language subjects such as Afrikaans as second or third language and mother tongues such as isiZulu, isiXhosa, Tshivenda. Although English is taught as a second language higher grade as a language subject it is also used as a language of instruction in most, content subjects. Learners are not fully conversant with this language especially when it involves reasoning and thinking. Again each subject has its own specific methodology, specific terminology and specific approaches, all these aspects are beyond the linguistic level of competency of the learners because this language of instruction is not their mother tongue. It is in this process, within the teaching and learning situation where an application of mother tongue, Xitsonga, together with English should be engaged. The engagement of Xitsonga (mother tongue) in this case is for the sole reason of the optimal mastery of the subject content, which is the core concern of teaching. This process should be implemented in all the phases in our curriculum.

5.5.6 Summary

This section explored the views of the teaching of Xitsonga in a bilingual education policy. This issue was addressed by discussing views on the choice of the language policy in education as propounded by Pennycook, Eastman and others in Toffelson (2002) who argued that language policy in education is not just about merely choosing a medium of instruction at school but rather a cornerstone of cultural governance. Toffelson (2002) discussed the issues that influence language policies such as multilingualism as common place in contemporary states or provinces, management of social and political conflict, struggle over political power and economic resources, the relationship between language policy and ideology and educational language policies to manage access to language rights and language in education. In a bilingual education policy, McGroarty in Toffelson (2002) argues that provincial and sometimes national agencies have relatively greater responsibility for curricular decisions because education is one of the areas of responsibilities reserved to each province, the particular political culture of each province is a factor in identifying the profile of educational values most relevant to support for particular language education programs, including bilingual instruction.

This section also investigated the issues related to the teaching of Xitsonga mother tongue in a multilingual education system and the teaching of other content subject through the medium of Xitsonga with English, for the sole reason of the optimal mastery of the subjects content.

5.6 THE VALUE OF GOOD WRITING SKILLS FACILITATE LEARNING

5.6.1 Introduction

This section aims to explore writing as a meaningful activity that provides for different curriculum domains. Making writing a meaningful activity for students implies leading them to experience the different functions it can have in the learning process that include not only to record information but also the expose, reflect, discuss, argue and communicate. It is assumed that through this experience learners might acquire new ideas about writing and its functions, which they could then apply, to different curriculum domains. Writing as a learning tool will be considered with respect to history and science subjects to see whether, and to what extent, writing as a learning tool can improve learners understanding of these subjects. The perspectives explored in this section will be related to the practice of teaching writing in Xitsonga as a language subject.

5.6.2 Writing as a learning tool across the disciplines

Boscolo and Mason (2001) argues that the primary purpose of writing to learn is to involve students in a cognitive activity that activates and fosters higher order thinking skills for learning and this in term leads to developing, and not only displaying knowledge. Emig in Boscolo and Mason (2001) asserts that writing facilitates the integration of ideas, requires establishing relationships, provides feedback and activates personal involvement in the material. Langer and Applebee in Boscolo and Mason (2001) argue that writing shapes thinking, highlights the various aspects of the role of writing in learning. They argued that different types of writing activities entail different thinking processes and have different effects on learning.

Considerable research has addressed the role of writing in relationship with learning and understanding in content areas. Rosaen in Boscolo and Mason (2001) explored the following three main aspects that make writing a means of learning: (i) writing makes it

possible to express one's thoughts in a way, which can always be re-examined, for further classification or exploration. (ii) Writing entails a cognitive activity that can stimulate learning writing down thoughts is a way for writers to represent a knowledge object to themselves, thus making sense a new knowledge in the light of prior knowledge and beliefs. In other words, writing requires making systematic connections and relationships that are particularly suitable for producing a meaningful understanding of subject matter. (iii) Writing has the potential to help students monitor their own learning process, fostering their metacognitive awareness of the process of developing understanding in the domain because they are stimulated to pay attention to their cognitive activity while they write.

Tynjälä's (1998) imperical research about the effect of writing on learning that has produced contrasting results. She proposed some reasons to account for these results. These reasons mainly refer to the research methodology used in assessing learning outcomes, the nature of the writing tasks used, and the ways in which students perceive and approach the task: (a) Writing seems to be suitable for tasks which require learners' deep understanding through a change of prior conceptions and development of their thinking skills rather than a mere accumulation of new factual information. (b) It is also been found that different writing tasks may produce different kinds of learning as they imply different thinking processes and can be perceived and approached superficially or at a deeper level by students.

Boscolo and Mason (2001) assert that writing can improve students learning by promoting active knowledge constructions that requires them to be involved in transforming, rather than in a process of reproduction. Boscolo and Mason (2001) state that through writing learners have the opportunity to manipulate, integrate and re-structure knowledge by using and reflecting on their existing conceptions and beliefs in a continuous process of developing meaningful understanding.

5.6.3 Writing and transfer

Boscolo and Mason (2001) assert that the use of writing in a specific content domain can be generalized to another domain or discipline or writing to learn can be transferred from one domain to another. Boscolo and Mason (2001) refer to two opposing views on writing instruction regarding transfer, namely: (i) writing is a set of general skills that can be mastered through formal instruction and applied to different tasks and situations, in school

and out. (ii) The second perspective, views writing as a situated, highly contextualized activity. According to this perspective, writing is not a general ability, but a literacy practice that may assume different roles and functions in specific contexts and activity systems. Thus it is not to be considered as related to a specific curriculum area only, language skills, because it should pervade all curriculum domains, i.e. writing across the curriculum. These two perspectives of Boscolo and Mason (2001) represent two opposing conceptions of teaching writing for transfer. The first assumes that by learning to write in a limited number of academic genres, students should become flexible writers, that is, able to write quite different text types when needed. The second approach, which stresses the multiplicity of genres related to specific context/activities, rejects, this general view of transfer.

The facet of enquiry of writing to learn across the curriculum adopts a constructivist perspective of writing, that is, the ways learners use writing in different ways (unusual but functional to specific activities) may contribute to fastening not only writing skills, but also a representation of writing as a multifunctional activity. Children learn to write in a few and often stereotyped genres, mainly regarding the communicative functions of writing: to narrate personal or invented events, recount the results of classroom activities and demonstrate what they have studied. What is unusual in most elementary schools is the issue of writing as a conceptualization tool, that is, an effective support for school activities across the curriculum. Effective support means that writing can have a variety of functions closely related to specific classroom activities: recording results, ideas and information, reasoning, expressing, communicating and discussing ideas and doubts, etc. Bereiter in Boscolo and Mason (2001) introduces a distinction between transfer of principles and transfer of dispositions. The first depends on the learners' depth of understanding and occurs when he or she recognizes new cases of a general principle. The second type of transfer does not regard knowledge, but a learners' attitude towards knowledge. It occurs when a student, through a learning experience, develops the disposition to engage in the activity or assume the attitude that characterizes that experience, for instance, to argue, discuss, think, scientifically or question beliefs. Bereiter in Boscolo and Mason (2001) argues that the main difference between these two types is that the transfer of a concept or principle is achieved when the concept is incorporated into the learners' cognitive system, whereas the transfer of dispositions occurs when an attitude is created within him or her.

5.6.4 The teaching of writing in Xitsonga as a learning tool in Xitsonga as a language subject and Xitsonga across the curriculum in a bilingual education system

Writing in Xitsonga is taught to learners when Xitsonga is taught as a language subject. The content subjects such as mathematics, science, history, biology, etc, are taught through the medium of English. All the textbooks are in English. The examination is also conducted in English. The majority of the learners in the classes are Xitsonga first language speakers. These learners were taught writing in their Xitsonga language subjects, and they have mastered the writing skills. Xitsonga is taught in conjunction with English in the teaching of content subjects in a bilingual education system to enhance learning. It is in this process where the skills acquired in the teaching of writing in Xitsonga can be applied in the learning of content subjects across the curriculum.

Writing in Xitsonga within a bilingual education system in the teaching and learning of content subjects facilitates the integration of ideas, requires establishing relationships, provides tangible feedback and activates personal involvement in the material within the teaching and learning situation. Writing in Xitsonga, as a reasoning tool, makes it possible for learners to express their thoughts in a way which can always be re-examined for further classification or exploration and it entails a cognitive activity that can stimulate learning across the curriculum. Writing in Xitsonga, within a constructivist perspective contributes to fostering not only writing skills, but also a representation of writing as a multifunctional activity.

5.6.5 Summary

This section investigated views on how effective writing skills have a value for learning in all subjects, with reference to Xitsonga, in particular. Boscolo and Mason (2001) concluded that writing could be effective in building new knowledge in complex domains. It was also exposed that the use of writing in the service of learning in a curriculum domain can be successfully applied to another domain by transferring a disposition, which represents an attitude towards knowledge and learning. This section further discussed the argument that from educational point of view, writing can be effectively introduced across the curriculum to support higher-order thinking process in order to produce understanding. Boscolo and Mason (2001) argued that knowledge construction and reconstruction in the

classroom is promoted and sustained by activities requiring deep engagement of students as intentional learners who solve knowledge problems. Writing as a tool for thinking and reasoning to transform knowledge can activate such an engagement.

CHAPTER 6

CONCLUSION

This study explored the genre-based analysis of Xitsonga speech texts within the broad field of language teaching and literacy. This investigation conducted with reference to the analysis of a range of written Xitsonga political speeches based on the three phase levels of Government, i.e. National Assembly, Provincial legislature and Local Government. The analysis of these genre-texts was aimed at investigating the text analytic properties that characterize these genres. It was demonstrated that this genre in Xitsonga is a discourse type that have identifiable formal properties, identifiable purposes and a complete structure, i.e. beginning, middle and an end.

The genre-based analytic approach of written texts assumes that, in addition to discourse and socio-linguistic knowledge, linguistic knowledge is a critical component of writing ability and constitutes the foundation for text construction. The inclusion of an ethnography of writing within a model of writing is considered as a means to situate the parameters that a theory of writing explain and refer to when considering implications for writing instruction. Within the genre-based approach to writing it was argued that the focus on communicative competence necessarily entails as a core concern, the analysis of the textual properties of written discourse as well as related concerns about the social context in which such written texts are produced. This study also investigated the Xitsonga speech-genres as regards to how lexical choices reflect communicative purpose and the ways in which language realizes the socio-cultural context.

The teaching of Xitsonga as a language subject within a multilingual and bilingual education system was also explored. It was suggested that Xitsonga language could also be developed by elevating it to the level of other languages in South Africa if allocated resources both materially and financially. The genre-analytical skills acquired in the learning of Xitsonga as a language subject can contribute more effectively to learning across the curriculum in the bilingual education system where Xitsonga is taught in conjunction with English to enhance teaching and learning.

Chapter 2 focused on the definition of the concepts genre and register by different scholars. Genre was defined as writing that refers to different forms of literacy writing,

categories or groups of writing anything. These genres range from poems, narratives, expositions, lectures, seminars, recipes, manuals, appointments making, news broadcasts and so on. Genre categories comprise a class of communicative events with a communicative purpose. Register was defined as a reflection of what is being spoken or written about (field), who is being spoken or written to (mode), and how the message is given (tenor). The chapter examined the distinguishable features of genres and sub-genres which gave rise to different approaches based on linguistic, sociological and psychological approaches to the study of genre. The linguistic approach refers to the lexical, grammatical or discoursal or rhetorical which associate certain specific features of language with certain types of writing or styles. The sociological analysis concerns itself with how a particular genre defines, organizes and finally communicates social realities. This aspect of genre analysis emphasizes that text by itself is not a complete object possessing meaning on its own, it is to be regarded as an ongoing process of negotiation in the context of issues like social roles, group purposes, professional and organizational preferences and prerequisites and even cultural constraints. The psychological analysis of genre focuses on the cognitive structuring. Particular areas of enquiry were considered, where the tactical aspect of genre description highlights the individual strategic choices made by the writer in order to execute his or her intentions.

The chapter also examined the different approaches to literacy including the traditional approach, progressivist approach and the pedagogy for inclusion and access. Traditional grammar with its emphasis on the learning of fixed rules was compared with genre theory which emphasizes the social context and communicative role of language. Both these views, that is, the view on the social purpose of language and the view on the structural nature of language learning have led to the formulation of different teaching-learning approaches which embody techniques of how language can be taught both effectively and efficiently in the classroom. This view gave rise to the invention of the "wheel" by Martin and Rothier curriculum cycle. This approach advances the view that learning a language is a social, interactive process, such that language development is best described as active process, not passive acquisition. The "wheel" has three major phases, i.e. (i) modeling; (ii) joint negotiation and (iii) independent construction. This chapter also focused on another model for teaching-learning experiences by scholars such as Callaghan, Knapp and Nobble in Cope and Kalantzis (1993) which concerns itself with a product-based orientation of genre. This approach changed the orientation of language learning from product to process, i.e. genres as social process in terms of the way we

exchange information and knowledge and interact socially. All cultures engage in language exchange but have particular ways or forms for performing each exchange. Genres are a useful way to categorizing the social processes that are realized through the use of language. This model for teaching-learning experiences proposed by Callaghan, Knapp and Nobble in Cope and Kalantzis (1993) has the following five steps:

Stage 1: Introduces genres that concretely represent what students have experienced or observed, i.e. genres that defines and describe their worlds.

Stage 2: Generalizes the concrete as the model moves from empirical observation to generalized knowledge to experience, students are forced to redefine experience into dominant cultural paradigms at the expense of their own knowledge.

Stage 3: Involves the introduction of reading models. The purpose here is to deconstruct the materials in relation to purpose, structure, message, grammar, and to link this to what has already been covered in the previous writing activity.

Stage 4: Introduces experiential-based research. By this time it is hoped that students will have begun to make connections between their generalizations of the concrete and the abstract concept involved.

Stage 5: Introduces a writing/editing dimension.

In Chapter 3 the arguments of Grabe and Kaplan (1996) were reviewed as regards their model of text construction, which was postulated as a framework for a wide range of research on writing and writing development. This model represents one component of a larger theory of writing that incorporates knowledge of text construction. This model is characterized by the following hypothetical findings:

- (i) Written language is distinct from oral language along a number of textual dimensions, and the construction of written language must be studied according to its own structural and rhetorical emphasis.
- (ii) Texts have hierarchical structure, most likely constituted as a set of logical relations among assertions, or as elements in a discourse matrix or as cohesive harmony.

- (iii) Different types of texts will have varying large structuring because of requirements of purpose, audience, status, author and information load.
- (iv) Texts have top-level structure which appears to vary with different types, purpose and audience.
- (v) A discernable top-level of text structure is related to better comprehension, recall and coherence assessment.
- (vi) Systems for analyzing text structure can be used for research evidence if each system in current use has particular strengths and weakness.
- (vii) A theory of text type various are possible and are needed for comprehension, production and assessment research.
- (viii) A theory of coherence is important to any model of text construction.
- (ix) Any theory of coherence must incorporate an analysis of information structure, given-new, topic-comment, etc.
- (x) The surface form of texts play a more important role in text construction than precisely predicted.
- (xi) Learning to write requires the manipulation of many complex structural and rhetorical dimensions, with greater complexity occurring in expository/argumentative writing.

Grabe and Kaplan (1996) applied this model of text construction in conjunction with ethnography of writing to examine genre texts. Cooper in Grabe and Kaplan (1996) asserts that one of the best ways to attempt a first ethnography of writing is to ask the basic questions such as, for example **who writes what to whom, for what purpose, why, when, where and how?** This ethnography was used to analyze the Xitsonga speech-texts in this study in Chapter 4.

The ethnography of writing entails the investigation of the following questions according to Grabe and Kaplan:

- (i) The "who" parameter: Tries to answer the following questions. Is the individual a beginning writer or mature experienced writer? Is the individual experienced in a

wide variety of writing or only in a narrow range of writing? These and many other related questions form a complex matrix that must be analyzed if any classification is to result.

- (ii) The "writes" parameter: The term "writes" might normally suggest an action or process. This notion is used here to examine the linguistic nature of texts, the writing.
- (iii) The "what" parameter: The "what" of writing was discussed in terms of content, genre and register.
- (iv) The "to whom" parameter: Audience is essential to the creation of text and the generation of meaning. In terms of audience, the following and many others related questions were raised: who is the intended reader of the writing? Is the reader an abstraction?
- (v) The "for what purpose" parameter: This analysis considers purpose as a functional categorization. Purpose raises important question for writing, such as: To what extent is it possible to define purpose in a writing task? Are there multiple purposes in every writing task? How does purpose interact with genre and audience?
- (vi) The "why" parameter: The concept of why people writes refers to the underlying intentions or motives that may not be revealed by function purpose, for example: under what conditions does a writer not want to communicate fully? Are there attitude and notions which are difficult to convey in writing?
- (vii) The "when" and "where" parameter: It is not clear to what extent the notion of "when" and "where" a person writes are critical to the general taxonomy for an ethnography of writing. In fact, the relative non-important of these issues for writing points out a major distinction between ethnography of writing and ethnography of speaking.
- (viii) The "how" parameter: Bangert-Drowns in Grabe and Kaplan (1996) asserts that understanding "how" written discourse is produced centers around a theory of on-line writing production, or, in simple terms, a theory of the writing process. Whether a writer generates text with a pen, a typewriter, or a word processor seems to have limited implications for the structure of texts, though this perception may be derived from the fact that little research exists.

The ethnography of writing and the taxonomy of writing skills, knowledge bases, and processes were employed conjunctively in chapter 4 for the analysis of the collected Xitsonga speeches.

Chapter 4 was concerned with the analysis of the written speeches in Xitsonga. The analysis focused on the ethnography of writing, especially on the question of **who wrote what, to whom, for what purpose, when and where** and **how**. The “who”, “when” and “where” parameters were treated as peripheral to the actual discourse of the text-linguistic properties of the speeches which were the major focus in this study. Therefore these parameters were briefly discussed. The ethnography “writes” received a detailed analysis of the text linguistic properties of the speeches. The investigation of the linguistic (i.e. morpho-syntactic) elements that realize particular properties such as coherence, cohesion and information structuring, were followed by the cognitive-move structure devices. The analysis of the nine (9) speeches followed this sequence.

The organization of the presentation of analysis of each written speech was organized in the following sequence: The original Xitsonga text is presented first, then followed by the translated English version. The analysis of the speeches as indicated above follows the speech which is analyzed and at the end of all the analyses a summary of the findings is presented.

A range of text-linguistic properties of the Grabe and Kaplan (1996) model were used to analyze the Xitsonga written speeches in this section. In terms of text-linguistics it was assumed that aspects take a functional approach to language, it investigates what languages do, how people use it in various ways to achieve various purposes. The central concern is to examine the relationships between the structure and the meaning of a text, the extralinguistic situation the text exists in and for, the communication function the text apparently has, and the writers or speakers apparent assumptions about the state of his or her addressee’s motivation, knowledge and consciousness. Text-linguistic aspects include inter-alia, the following aspects: Topic-structure analysis; topic-continuity; topic-sentence structure; given and new information; cohesion in texts; non-linguistic knowledge; coherence in texts; the lexicon; focus-presupposition; topic comment relation and theme-rheme relations.

- (i) The lexicon: This aspect assists the syntactic component by providing sets of syntactically useful forms such as prepositions, articles, existential “there” etc. The lexical forms themselves are organized according to semantic criteria such as objects related by schema structures or scripts, or more abstractly as, for example, mental verbs, verbs of perception, psychological verbs. The lexicon provides the units for the purpose, including, for example, pronouns, demonstratives, ellipsis markers and substitution markers.
- (ii) Coherence: The notion of coherence was defined as comprising a set of relevant assertions relating logically among themselves by means of subordination (cause, condition, comparison, specification), coordination (addition, restatement) and or superordination, from the level of sentence to the top-level structuring of texts.
- (iii) Cohesion in texts: The notion of cohesion was viewed as the means available in the surface forms of text to signal relationships that exist between sentences or clausal units in the text. It focuses on the comprehensive examination of system devices used to connect the surface form of texts. There are various means by which cohesion operates: reference, substitution, ellipsis, conjunction, and lexical relationships of repetition, inclusion, synonymy/antonymy and collocation.
- (iv) Non-linguistic knowledge: The component of the text-construction model provided the worlds background for appropriate interpretation and production of text. Following are a number of non-linguistic factors, which must be included in a model of text construction: reference, world background, knowledge intentions, and situation.
- (v) Topical sentence structure: The concept was assumed to refer to relations between the topic discourse, the topical subject sentence, the syntactic subject, and the initial sentence element, it further examines the patterns of progression, which topical subjects form in a text.
- (vi) Focus-presupposition: The property of focus-presupposition was viewed to information that is highlighted or focused (and usually contrasted in some unexpected way), and to take the information which is back grounded (and is often treated as presupposed, or assumed knowledge).

- (vii) Topic-continuity: This device focuses on the function of topic development in discourse, including the identification of topics noun phrases (NPs), which receive repeated mention in the ongoing discourse.
- (viii) Given-new information: The notion of given-new information was viewed as the text-linguistic property which differentiates given information from topic on the basis that given information must appear in prior discourse and does not have to be limited only to the discourse topic.
- (ix) Topic structure analysis: This text-linguistic aspect focuses on the determination of the main topic and subtopics, and the progression of supporting information.
- (x) Theme-rheme relations: The theme is assumed to be the first-mentioned phrase in the main clause unit, usually this coincides with agent/subject/topic or a sentence.
- (xi) Topic-comment relation: This relation was viewed as defining what the sentence is about and requires somewhat more interpretation and intuition.

The analysis of all the texts or written speeches in Xitsonga in this study revealed similarities in form and structure. They all give evidence of an introduction/beginning, body and the ending or conclusion. The beginning was characterized by greetings and the acknowledgement of the audience including the program director/chairperson or Parliamentary speaker of the day. In other speech-texts, the writer opened up his/her text by quoting incidents relevant to the issues he/she was about to present, as an icebreaker.

The body of the Xitsonga speech-texts comprises of a number of paragraphs, each addressing a distinct aspect but each which relates to the main topic. These paragraphs were the carriers of the text theme. They are bound by lexical items discussed in this study in terms of binding devices, to form a chronology and unity of thoughts throughout the text. These devices were also demonstrated in the discussion of the issues relating to cognitive move structures. It was only in the first speech where the writer indicated the moves or sequences she was going to follow in her presentation, but in other speeches, this is evident by the development of ideas within the texts. All the Xitsonga speeches had a conclusive remark at the end, which in some texts, summed-up the theme of the text. In other texts the conclusions or endings provided a solution to the problems cited in the

content of the texts. The phrase I **Nkomu** (thank you) was also common in most of the analyzed texts.

Chapter 5. In this chapter Grabe and Kaplan (1996) explored the issues which are a product of research findings which should be incorporated into planning when designing a curriculum: The product, the writing process, the social context, research on instructional techniques, research and curriculum design, the role of the student, teacher training, mode of writing teacher, the educational institution, the write of instructional materials. The above aspects were briefly discussed with respect to the following considerations:

- (i) The text product: Written and formed aspects of writing cannot be disregarded in instruction and that the necessary purposeful communication can be achieved by making students aware of the importance of word structures and genre forms.
- (ii) The writing process: Good writers plan longer and have more elaborate plans, they review and reassess plans on a regular basis and they consider the readers' point of view in planning.
- (iii) The social context: The social context of the classroom, the interaction amongst students, the interactions among the teacher and students and the larger world outside the classroom, have a very important impact on the development of writing ability.
- (iv) Research on instructional techniques: It focuses on the techniques like direct instruction, techniques for guiding the drafting and revising stages of writing and techniques for providing effective feedback on writing.
- (v) Research and curriculum design: The focus on the recognition that research occurs in contexts not typically equivalent to the language classroom.
- (vi) The role of the student: Learners need to have positive approach and must have some empathy for the language they use, and learners need appropriate skills in order to carry out writing assignments. They must be able to control the language and manipulate it in responds to varying needs.
- (vii) Teacher Training: Considerations need to be given to the strength and training teachers bring to the instruction. It should be established whether or not teachers

are native speakers of that language whether they had training or have experience in teaching writing.

- (viii) The role of the writing teacher: The types of tasks that the teacher must carry out in the course of writing instruction, as well as the role that many teachers bring to the classroom must be recognized.
- (ix) Educational institution: Emphasis should not only be on the teacher, but that the responsibility for what happens in the classroom must be shared with the institution in which the teacher functions and also with the system in which that institution is embedded.
- (x) The role of instructional materials: Writing resources must be classified into texts, libraries, media, student-generated resources, activities and discussions.

The study further explored Grabe and Kaplan's (1996) 25 (twenty five) themes for writing instruction. These themes are grouped into blocks of 5 (five) each with its overall theme, viz.: Themes 1-5: **Preparing for writing**, Themes 6-10: **assisting and guiding writing**; themes 11-15: **working with writing**; themes 16-20: **working with different types of writing**; themes 21-25: **extending writing**. These main themes are further sub-divided into sub-themes as follows:

Themes 1-5: Preparing for writing: Has the following sub-themes: co-operative learning and group work, content-based instruction, audience awareness, free writing and brainstorming and semantic mapping.

Themes 6-10: Assisting and guiding writing has the following sub-themes: strategy instruction, peer response groups, the writing process, controlled, guided, parallel and free writing, awareness of language and genre structure.

Themes 11-15: working with writing has the flowing sub-themes: gathering supporting information for writing, developing content-based instruction, summaries and responses, awareness of language uses and editing.

Themes 16-20: Working with different types of writing has the following sub-themes: autobiographies and biographies, surveys and questionnaires, newspapers and media, informational reports, personal writing.

Themes 21-25: Extending writing has the following sub-themes: sentence binding, portfolios, value classification, double entry notebooks and presenting the texts.

The issues of learning Outcomes 4 and 5 of Curriculum 2005 for the learning area languages with their assessment standards were also explored in this chapter. These were based on the texts for Grades 7, 8 and 9. Consideration was given to the background knowledge of learners in Grade 7, 8 and 9, as the learners are consolidating what they have learnt in earlier grades and preparing for further education and the world of work. It was pointed out with reference to their prior knowledge as supported by learning Outcomes 4 writing, that the learner is able to write different kinds of factual and imaginative text for a wide range of purposes. Because of this writing was viewed to be both a means of reflection and learning, and a mode of communication. It is often a mode for assessing learners, and it is therefore very important for further education and employment. Learners in these grades are urged to read and view a wide range of both South African and international texts including set works (which letters are to be provided by the Department of Education). Grabe and Kaplan (1996) suggest the following text types for Grades 7, 8 and 9.

- Grade 7: Short stories, autobiographies and biographies, short novels, poetry, one and two act plays, folklore, myths and legends, a selection of shorter text such as magazines, newspapers, advertisements, posters, radio talks.
- Grade 8: Short stories, poetry, plays, folklore, film study, a selection of shorter texts such as magazines, newspapers, advertisements, posters, brochures, speeches, radio talks, TV shows, and music videos.
- Grade 9: Short stories, a full-length novel, poetry, three-to-five act play, folklore, film study, a selection of shorter text such as magazines, newspapers, advertisements, speeches and lectures, radio dramas, TV dramas and documentaries, and music videos.

The content of the texts also corresponds to the grades' level of complexity of the learners. The assessment standards for each grade were also examined. It was demonstrated that

these assessment standards are the same across the grades but differ with the levels of complexity in a particular grade. The assessment standards were used to assess the performance of the learners. The assessment standard for Grades 7, 8 and 9 suggests that the learner has achieved the outcome when the learner writes a range of texts for self-expression, writes a range of factual text to convey information, applies the writing process in all written texts.

For Outcome 5, i.e. **thinking and reasoning**, the outcome specifies that learners has a fair amount of knowledge when they enter this phase hence the Outcome reads as follows: The learner is able to use language to think and reason, and access, process and use information for learning. The text and content are similar as in Outcome 4. The assessment standards for Outcome 5 for Grades 7, 8 and 9 are the same but differ in the level of complexity per grade. The outcome states that we know that the learner has achieved the Outcome when the learner: **Researches and processes information, reasons, investigates and explores, thinks creatively, analyses and evaluates, and synthesizes information.**

This chapter also explored issues relating to the relationships between Grabe and Kaplan's (1996) theory on model of text construction, ethnography of writing, and the assessment standards of the learning Outcome 4 and 5 for Grades 7, 8 and 9, using some of the Xitsonga written speeches in Chapter 4 for illustrative purposes. It was pointed out that the assessment standards in Grades 7, 8 and 9 are similar but they differ in their levels of complexities. The assessment standards (a), (b) and (d) from the Outcome 4 were discussed:

- (a) We know that the learner has achieved the Outcomes when learners write a range of texts for self-expression. Grabe and Kaplan's (1996) taxonomy of writing skills knowledge bases and processes related to this assessment standards includes: Educational texts, novels, short stories, poems, journals, diaries and essays (narrative, expository, argumentative). The ethnography of writing related to these assessment standards concerns the "writes" parameter and the essay types: narrative, expository and argumentative.
- (b) We know that the learners have achieved the Outcomes when learners write a range of factual texts to convey information. Grabe and Kaplan's (1996) taxonomy

of academic writing skills, knowledge bases and processes related to the assessment standard includes: educational writing tasks: recounts (forecounts), reports/expository essays; educational text used and produced, research journal articles. Grabe and Kaplan's (1996) ethnography of writing related to the assessment standards concerns educational writing tasks such as recounts (forecounts).

- (c) We know that the learners have achieved the Outcomes when learners demonstrate knowledge. Grabe and Kaplan's (1996) taxonomy of academic writing skills, knowledge bases and processes related to the assessment standard includes discourse knowledge: knowledge of intrasentential and intersentential marking devices, namely: cohesion syntactic parallelism.

For learning Outcome 5 the assessment standard chosen are (a), (b) and (c) for all grades. In this section the assessment standard for learning Outcome 5, the taxonomy of academic writing skills, knowledge bases and processes, the ethnography of writing are compared and the relationship considered with Grabe and Kaplan.

- (a) Assessment standards A. We know that the learners have achieved the Outcomes when learners can research and process information. Grabe and Kaplan's (1996) taxonomy of academic writing skills, knowledge bases and processes related to the assessment standards include: (i) educational settings for writing: library, writing centers, computer centers, and classroom; (ii) educational text used and produced: dictionaries, encyclopedias, grammar and usage books, professional texts, books and chapters; (iii) topics for academic works: bibliographic works. Grabe and Kaplan's (1996) ethnography of writing concerns the "when" and "where" parameters.
- (b) We know that the learners have achieved the Outcome when they reason. Grabe and Kaplan's (1996) taxonomy of academic writing skills, knowledge bases and processes related to the assessment standards includes: educational writing tasks, reports, and writing on cause and effect, problem and solution.
- (c) We know that the learners have achieved the outcome when learners can analyze and evaluate and respond appropriately to the views of others on important issues. Grabe and Kaplan's (1996) taxonomy of academic writing skills, knowledge bases

and processes related to the assessment standard includes: (i) educational writing tasks: reports – analyses and synthesis; (ii) educational texts used and produced: essay (narrative, exposition, and arguments). The issues of the process of writing instruction advanced by Grabe and Kaplan (1996) were applied to develop writing skills to learner, and the model revealed ways in which the accumulated information on writing could be integrated so that writing could be understood as a combination of cognitive, textual and social factors that are commonly discussed in various research.

Grabe and Kaplan's (1996) model was further considered with regard to ethnography and taxonomy strategies employed in the teaching of writing at Grades 7, 8 and 9 by demonstrating the planning stage, presentation stage and evaluation stage with all their implications for a good planning, presentation and evaluation stages.

The section on the teaching of Xitsonga and bilingual education policy was explored with reference to the views of Pennycook, Eastman and others in Toffelson (2002). These scholars expressed that language policy in education is not just about merely choosing a medium of instruction at school, but rather a cornerstone of cultural governance. Toffelson (2002) discussed the issues that influence language policies such as: Multilingualism as common place in contemporary states or provinces, management of social and political conflicts, struggle over political power and economic resources, the relationship between language policy and ideology and educational language policies to manage access to language rights and language in education. In bilingual education policy, McGroarty (1997) argued that Provincial and sometimes National agencies have relatively greater responsibility for curricular decisions because education is one of the areas of responsibilities reserved to each province. The particular political culture of each province is a factor in identifying the profile of educational values most relevant to support for particular language education programs, including bilingual instruction. The section also explored the issues relating to the teaching of Xitsonga mother tongue in a multilingual education system and the teaching of other content subject through the medium of Xitsonga with English, for the sole reason of the optimal mastery of the subject content of the lesson at hand, which is the core concern of teaching.

The section on the value of good writing skills that facilitate learning explored the views on how effective writing instruction skills can have an influence for learning across the

curriculum but with special reference to Xitsonga. Boscolo and Mason (2001) revealed that writing could be effective in building new knowledge in complex domains. It was also revealed that the use of writing in the service of learning in a curriculum domain could be successfully applied to another domain by transferring a disposition, which represents an attitude towards knowledge and learning.

The study further revealed that from the educational point of view writing could be effectively introduced across the curriculum. This will support higher order thinking process in order to produce understanding. Boscolo and Mason (2001) argued that knowledge construction and reconstruction in the classroom is promoted and sustained by activities requiring the deep engagement of students as intentional learners who solve knowledge problems. Writing as a tool for thinking and reasoning to transform knowledge can activate such an engagement. With reference to views of Boscolo and Mason, Bereiter in terms of the Constructivist perspective, it was suggested that writing in Xitsonga as a language subject, with English in a bilingual education system situation across the curriculum, contribute effectively as a tool for learning in the teaching and learning situation.

In this study it was pointed out that Xitsonga as a minority language in a multilingual situation should also be allocated periods and resources to be taught as a language subject in the curriculum. Most of the black schools in South Africa offer other content subjects in the curriculum such as Maths, Biology, Science, History, etc through the medium of English. The teaching of content subject through the medium of English (which is taught as a second language subject) makes teaching and learning so difficult that learners are not performing to the best of their abilities. When Xitsonga is taught as a language subject, most of the text-linguistic aspect and learning Outcomes together with their assessment standards achieved such as reasoning, writing, etc, are realized. If English is used as a language of instruction in conjunction with Xitsonga in a bilingual education system learners will perform according to their abilities. This system will enable learners to apply the skills acquired in their Xitsonga language subject (as their mother tongue) in conjunction with the English vocabulary gained in the teaching and learning situation to grasp and enhance their learning of new content. Writing as a tool for learning, used within a bilingual education system will yield good results in the teaching and learning situation.

This study explored the genre-theoretical and text-linguistic properties of speech texts in Xitsonga in order to demonstrate how the effective teaching and learning of the analytic skills underlying writing in Xitsonga can contribute to more effective learning across the curriculum in a bilingual education system.

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